DOCUMENT RESUME

ED 299 049 PS 017 572

AUTHOR Rainhart, Dolly
TITLE Planning Manual for School-Age Child Care in New Mexico.
INSTITUTION New Mexico State Univ., Las Cruces.
SPONS AGENCY New Mexico State Dept. of Human Services, Santa Fe.
PUB DATE 30 Jun 88
NOTE 157p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Elementary Education; Guidelines; *Learning Activities; *Planning; *Program Development; *Program Implementation; Resources; *School Age Day Care
IDENTIFIERS *New Mexico

ABSTRACT

This manual was designed to assist concerned individuals and organizations within communities in New Mexico to develop and plan effective school-age child care programs. Emphasized are the first steps in initiating and implementing school-age child care in a community. Chapter I discusses the need for school-age child care programs and the planning process. Chapter II focuses on needs assessment, resource analysis and making decisions on which population to serve. Getting the program off the ground is discussed in chapter III. Contents range from developing a program philosophy to obtaining a sponsoring agency and initial funding, site selection, regulations and licensing, and recruitment and publicity. Overall program planning and day-to-day planning are extensively discussed in chapters IV and V. Explored are program implementation, hours of operation, personnel, hiring, staff development, staff evaluation, personnel policies and procedures, salaries and compensation, budget, program policies and procedures, parental involvement, evaluation, the changing families of today, the school-age child, setting up the environment, schedules and routines, guidance and discipline, special problems of school-age children, and summer programs. Activities are described in chapter VI. The seventh and concluding chapter lists sources of additional information and organizational resources. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 290049

PLANNING MANUAL FOR SCHOOL-AGE CHILD CARE IN NEW MEXICO

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dolly Rainhart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CS 010 252

PLANNING MANUAL

FOR

SCHOOL-AGE CHILD CARE

IN

NEW MEXICO

Prepared by
Dolly Rainhart, M.A., Consultant
Albuquerque, New Mexico

Project Directed by
Annette Ward, Ph.D.
New Mexico State University
Las Cruces, New Mexico

Prepared for
New Mexico Human Services Department
Joint Powers Agreement No. 75-258

June 30, 1988

PREFACE

This manual has grown out of interest and care for the children of New Mexico. The heritage of family and the diversity of the state's children have helped those interested people in the state to find ways to support children. It is hoped that this manual will be a part of that support for children and families throughout the state.

The manual is written in the second person in hopes that the reader will become involved in the actual process of planning school-age child care in communities throughout the state of New Mexico. There is information which will be needed to complete this process. A complete list of resources is found in the back to provide as much information as possible to people and groups of people who are undertaking the task of starting school-age child care.

The author hopes the manual provides a tool for initiating and implementing school-age child care as well as the information needed to accomplish this task. The rewards for completing the planning process and acquiring a functioning and quality school-age program will be the support of the children of the Land of Enchantment.

TABLE OF CONTENTS

		Page
I.	Introduction	2
	A. Determining and Believing in the Need for School-Age Child Care	4
	B. References Cited	10
	C. The Process of Planning	11
II.	The Community and the Program	16
	A. Needs Assessment	19
	B. Resource Analysis	23
	C. Deciding the Children and Families to Serve	29
	D. References Cited	31
III.	Getting the Program Off the Ground	33
	A. Philosophy - The Foundation on Which all Else Rests	34
	B. Designing a Structure to Sponsor the Program	37
	C. Using an Exiting Organization	40
	D. Initial Funding	45
	E. Site Selection	47
	F. Regulations and Licensing	50
	G. Recruitment and Publicity	54
	H. References Cited	56
IV.	Overall Program Planning	58
	A. Program Implementation	58
	B. Hours of Operation	59
	C. Personnel	62
	D. Hiring Process	63
	E. Staff Development	68
	F. Staff Evaluation	69
	G. Personnel Policies and Procedures	70
	H. A Note on Salaries and Compensation	71
	I. Budget	72
	J. Program Policies and Procedures	77
	K. Parental Involvement	88
	L. Evaluation	89
	M. References Cited	92
V.	Day-to-Day Planning	94
	A. Changing Families of Today	94
	B. The School-Age Child	96
	C. Setting Up the Environment	101
	D. Schedules and Routines	104
	E. Daily, Weekly and Monthly Planning	109

TABLE OF CONTENTS
(cont'd)

V. Day-to-Day Planning
- F. Guidance and Discipline 114
- G. Special Problems of School-Age Children 117
- H. Summer Programs 120
- I. References Cited 121

VI. Activities 123
- A. Nutrition and Food Preparation 124
- B. Arts and Crafts 126
- C. Active Play 128
- D. Construction and Blocks 130
- E. Dramatic Play and Props 130
- F. Music and Dance 132
- G. Science, Nature and Gardening 133
- H. References Cited 134

VII. Resources 135
- A. Written Resources 136
- B. State Resources 142
- C. National Resources 146
- D. Suggested School-Age Child Care Publications 149

- [ ] **Introduction**
- [ ] The Community and the Program
- [ ] Getting the Program off the Ground
- [ ] Overall Program Planning
- [ ] Day-to-Day Planning
- [ ] Activities
- [ ] Resources

INTRODUCTION

This manual was developed under a grant from the Department of Human Services of the State of New Mexico. The primary purpose of the manual is to offer guidance and assistance to communities within the state of New Mexico in the initiation and establishment of school-age programs to serve the children and families who live within them. The manual is designed with sections to guide planners in the steps which are crucial to the completion of any successful program. Included within the manual is information important to use in this planning process as well as resources both locally and nationally. Some curriculum ideas and activity suggestions are listed, but the emphasis of the manual is on the initial steps in initiating and implementing school-age child care in a community. The author wishes the user to keep in mind that each community is unique in its needs and resources and that using the manual to guide rather than dictate will help communities to plan programs which will best meet their needs. It is exciting to know that communities who initiate and establish school-age child care programs will be part of a nationwide movement to meet the needs of millions of children and families in America today.

For purposes of this manual, school-age will be defined as the child from approximately kindergarten age through early adolescent (age 12 to 14). The term school-age child care will refer to any program designed to meet the needs of the school-age child and which is operated under the supervision of a responsible adult or adults. The program can be operated before and after school, during holidays and breaks, summer, or in any combination of the previous. The term latchkey will be used

only briefly and will refer to children who are in self-care in the times or hours listed previously. Children, no matter where they are, need care and a community's concern. This manual is designed to assist concerned people and organizations within communities to develop and plan effective school-age programs which offer adult supervision, enriching activities, and support to families. The manual's goal is to provide a planning tool as well as information in the process of establishing school-age child care. The goal of establishing school-age child care is worthy, and the task requires dedication and hard work. The winners are the children, the families, and communities of the State of New Mexico.

DETERMINING AND BELIEVING IN THE NEED FOR SCHOOL-AGE CHILD CARE

One of the important issues to address at the beginning is the reason for the existence of school-age child care. For people who are interested in providing this care, the reasons seem evident, but one must remember there are many people who do not perceive the situation the same nor do they understand the importance of providing this type of care. Many of these people may be important in the task of convincing a community or school system to undertake this project. Many of these people may hold important keys to financial help and support in getting the school-age project off the ground or to keep it going. It is vital to have the facts and figures needed to educate and show these people the value of providing school-age child care to a particular community. The pages that follow will help give you the background and needed information to be confident in what you tell others and help them understand the importance of providing school-age child care.

The statistics concerning the number of children that are in need of care is a good place to begin in the information-gathering process. The number of school-age children in need of care has risen steadily since the early 1960's. These figures are projected to rise even more in the future. In 1981, 15 million children between six and thirteen years of age had mothers who worked outside the home. This represents 66 percent of all mothers with children age six to thirteen. Another 1.4 million five-year olds also had mothers in the paid labor force.[1] It is believed that by 1990, another million children will be added to the figure of children between six and thirteen who have mothers in the labor force. In addition, .2 million five-year olds will swell the

ranks of children whose mothers will join the labor force.[2] By 1990, it is projected that 70 to 80 percent of all women age twenty to forty will be part of the labor force.[3] These women will be working both part-time and full-time and many will be mothers. It is clear the need for child care will only be growing in the years to come as more women with children enter the workforce.

Although the divorce rate appears to be leveling off from a sharp increase in the past years, large numbers of single parents are still present in society. In 1981, 12.6 million children lived with one parent and of these, 90 percent were mothers.[4] The single parent seems to have a particular problem with child care because they must manage most of the care by themselves. When arrangements fall through, he or she must handle the problem on their own. Because many of the single parents are women, the cost of child care hits especially hard because women often are found in the lower-paying jobs. There is also a movement toward welfare reform, and the issue of adequate, affordable child care is a critical key in helping families move from the welfare rolls into the workforce.

It is realized that not all of the numbers given here represent a child who will use school-age child care. Many children, known as latchkey children, are children that will be in self-care. In 1982, the Children's Defense Fund estimated that almost half of the 13 million children age thirteen and below whose mothers work full-time go without any care.[5] Because it is more difficult to estimate the number of children who are below the age of five in this group who are left alone, it is generally accepted that the majority of children left alone are in

the five and above age range.

In many surveys conducted nationwide, it was reported that many school-age children are in parent care in full-time working households. This either means that parents cope by having different shifts or that parent care refers to periodic checks by parents by means of the telephone. Other means of care are often cited as relative or sibling care as well as neighbor care. Personnel in public libararies can attest to the fact that children of the school-age years often spend entire afternoons in the library reading, doing homework, or "goofing off" under the loose supervision of the library staff. Parks and school grounds and other public areas are often the after-school places for many school-age children. It would appear families cope in a variety of ways to care for school-age children.

Because so many children appear to be on their own, are we to conclude that this is the way parents want it? Unfortunately, there is little research which has been done on parental desires as related to school-age child care. Most of the surveys have been done with parents of preschool children. The National Child Care Consumer Study of 1975 did gather overwhelming feedback from parents stating that they did not really wish their children in self-care but that availability of places for children to go after school were limited [6]. This survey found that 60 percent of the parents polled reported that schools should provide some activities for school-age children. It would appear that from this survey and others that have been conducted on local levels that parents use self-care only because there are few other options. Cost is a factor but not to the extent it was when parents had to purchase forty plus hours of child care during the preschool years. The real issue for

most parents of school-age children is the limited availability of school-age services to children and families. There has definitely been a growth in the delivery of school-age programs but if the figures are to tell us anything, we need more.

In New Mexico, researchers in the Home Economics Department at New Mexico State University have conducted surveys to determine the needs of the school-age child in the state. The major purpose of the research was to determine approximate numbers of children (kindergarten through fifth grade) who are being left unsupervised before or after school and the awareness of these numbers by school personnel and public policy makers. The researchers found the majority of people surveyed reported that they believed there were high incidents of latchkey children in their communities. The perceived percentages of children left alone ranged from a low of 42 percent from state legislators to a high of 83 percent by principals with the majority of the percentages clustering in the 70 and 80's. Other groups surveyed were superintendents and home economics teachers.[7] In the most recent survey conducted by NMSU, 451 school board members, 280 school nurses, and 131 elementary school counselors were polled. All of these groups perceived that there were significant numbers of school-age children in their communities requiring care before and after school.[8] These surveys show that school personnel are very aware of the problem of latchkey children because they are often the ones dealing and working with these children on a day-to-day, after-school basis. The lower percentage of concern exhibited by the legislators may indicate a lower awareness on the part of the general public and specifically policy makers as to the extent of the problem. It is of interest that these groups perceived solutions to

0(13

care for school-age children differently. Financial support in providing school-age care was a major concern by approximately 85% of each group of respondents.

In addition to the above facts and figures, what other reasons can be given for communities to look at the issue of school-age child care? Researchers, as well as psychologists and concerned school personnel, have given us some ideas to consider when discussing children left on their own or by themselves for long periods of time. Due to immaturity, lack of information and guidance, and the dynamics of the "group", vandalism and negative behavior is often the result of unsupervised children. Accidents can often happen to children who are at home alone, with serious injury or death resulting. Sexual and physical abuse can also occur. Younger children may be placed in the care of older siblings or other children or adults who do not have the child's best interest in mind. Many responsible older children miss school and their own activities because they are left to care for younger children. Often children's fears are increased by loneliness and the lack of an adult's knowledge and reassurance. Children often become overly anxious due to this early exposure to being left alone.

Fortunately, few children are injured or suffer great emotional damage as a result of being left alone. Of even more concern is the fact that children left by themselves miss out on important activities and friendships associated with school-age years. Because of added responbility in the household (often children cook evening meals and do housework) and restriction to the home when parents are gone, these children miss time to play with peers and explore areas of interest during the school-age years.

A quality school-age program gives children the opportunity to practice the dynamics of being friends as well as working out problems and disagreements in a safe, controlled environment. They are able to develop hobbies and special interests such as music, drama, arts and sports. Children in school-age programs can relax and read, get help with homework, or just sit quietly in a secure and trusting environment. The program can give parents the peace of mind that their child is safe and in a positive environment. School-age programs can provide nutritious snacks as well as positive adult role models for children. A school-age program of high quality can be an enriching experience for the child and a community support of families.

The issue for those of us interested in children may not be what is happening to children who are left unattended but what can we, as responsible and caring adults in the society of today, do to provide the positive experiences children in the school-age years need and deserve. The issue for members of communities is to look for ways to support families and to support workers in a world that needs competent, trained and productive members. Communities need to look for ways to support children so they are able to grow up healthy, strong, safe and secure in the world. Providing "good" places for children to go when they are not at school and unable to be with their families is the responsibility of all members of the community in which those children live. The outcome of this care will benefit everyone.

References Cited

1. U.S. Department of Labor, Bureau of Labor Statistics. Unpublished data, March 1981, Tables 36, 37, 38.

2. U.S. Department of Commerce, Bureau of the Census. Unpublished data, October 1980.

3. George, M. and Bane, M. J. The Nation's Families, 1960 to 1990. The Joint Center for Urban Studies of M.I.T. and Harvard. Boston; Auburn House Publishing Co., 1980, p. 75.

4. Marital status and living arrangement. Current Population Reports, series P-20, no. 372 Washington, D.C.: U.S. Gov't Printing Office, 1981, p.1.

5. Children's Defense Fund, Employed Parents and Their Children: A Data Book. Washington, D.C.: Children's Defense Fund, 1982.

6. Roder, T. and Moore, J. G. National Child Care Consumer Study:1975, Vols. 1-3, prepared for the Office of Child Development, U.S. Department of Health, Education and Welfare. Washington, D.C.: UNCO, Inc., 1975.

7. Love, C., Ward, A., and Cumming, M. Latchkey Phase II: Statewide Needs Assessment: Final Report. Department of Home Economics, New Mexico State University. Las Cruces, New Mexico, 1987.

8. Ward, A. Views of New Mexico School Personnel Regarding School-Age Child Care. Department of Home Economics, New Mexico State Universtiy. Las Cruces, New Mexico, 1988.

THE PROCESS OF PLANNING

One of the most exciting parts of any planning process is the creation of something new. Even if planning occurs within an existing organization or group, planning usually means a new direction or trying a new idea. To plan means to look to the future and to foresee a place where you are going in your efforts. In the area of school-age child care, your community is working toward the development of a new way to help children and families. You may have an existing program which you want to expand or you may be creating something entirely new. Whatever the case, careful planning will insure good results. The result or objective just doesn't happen because people wish it to happen. The foundation of any successful effort lies in careful and thorough planning. This section of the manual will give you an overview of the process you or the group who is working on school-age programming will follow to make sure the outcome is successful. Many endeavors fail, not because the goal was not worthy, but because people did not plan well enough and carefully enough to make sure the goal would become reality.

There is a careful balance to be achieved in the process of planning. This balance exists between doing enough planning so that the job gets done with a minimum of problems and mistakes and not doing so much planning that you never get the job done because you have spent all of your time, energy and money on the process of planning. By spending some time discussing this process of planning, the author hopes to help you maintain that balance. Spend some time reading this section and reviewing it with the people who will be in charge of the planning of

the program. Your goal is a successful school-age program for your community. The planning process is a tool for you to use in attaining your goal.

There are several critical reasons for going about the development of program in an organized way known as planning. These reasons or advantages are as follows:

1. Planning should make the job easier because the process is laid out for you and you don't have to come up with the way yourself.
2. Planning is a guide to lead everyone in the group through the process. Everyone can focus on the process of planning and what should be done next rather than on each other's agenda of what should happen next.
3. Planning should help you cover all or nearly all the bases. By planning, one has a bettter chance of remembering everything that should be remembered to get the job done.
4. Planning helps you divide up required tasks so different people can get all of the jobs done. Planning maximizes your energy.
5. Planning tells you what to deal with first and what to save until last as well as what needs to happen in the middle.
6. Planning helps you organize and break up a task or undertaking that seems larger than life. In other words, it gives it to you in bite-size pieces.
7. Planning tells you what is most important and what is least important.
8. Planning tells you where you have been, where to go tomorrow,

and where to go next week. This is known as the development of short and long range goals.

9. Planning organizes the jobs into proper categories and in the proper time sequence.

10. Planning helps people to work together, get a job done and feel good about doing that job, and feel good about each other when the job is finished.

11. Above all, planning is a process to get you toward a goal and not an end in itself. If all you have at the end of planning is a series of meetings with lots of talking and nothing done and no goal accomplished, then you have failed to plan. You may have had a great time and wonderful conversation, but you did not use planning as a tool to get a job done.

There are eight crucial steps that need to be followed for the process of planning to work. These steps give planners the information and foundation to develop the program. They help to ensure that the advantages of planning become a reality and a program works. The eight steps in planning are listed below.

1. Needs Assessment

Needs are the reason for the planning process. Most groups or people start with a general or broad need they feel should be met. As they talk, they begin to focus on the specific needs. At this point, it is usually necessary to get more information about exact needs and the scope of these needs. This is typically called a needs assessment.

2. Resource Analysis

This is an analysis of what resources the group already has and what resources the group may still require in order to meet the needs.

3. Mission Statement or Purpose

The purpose of the mission statement is based upon the needs in step 1. The statement says what the group will do about the needs and their belief about their relationship to those needs. Objectives and goals are part of the mission statement or purpose.

4. Program Development

This step is the planning of how the group will get the resources they lack and organize the resources they have to fulfill the need identified in the mission statement or purpose.

5. Program Implementation

Actually do what has been planned.

6. Evaluation

This step involves determining what went wrong, correcting what went wrong so that it doesn't happen again and patting yourself on the back for what you did right and make sure that is what you keep doing.

7. Revision

Change the program according to the evaluation.

8. Ongoing Planning

Periodically go back and repeat steps #1, 2, 3, 4, 5, 6 and 7 to make sure the program continues to meet the needs of the community, that the people involved know the purpose,

the highest quality, and the best program possible is being offered. Many an excellent program failed because the people who were supposed to be continually planning, didn't.

Good planning gets things done. Use it, look for the balance, and keep it part of your groups' methods to support children and families. Now you are ready to move onto the the actual process of planning a school-age child care program for your community.

- [x] Introduction
- [ ] **The Community and the Program**
- [ ] Getting the Program off the Ground
- [ ] Overall Program Planning
- [ ] Day-to-Day Planning
- [ ] Activities
- [ ] Resources

THE COMMUNITY AND THE PROGRAM

The starting force behind school-age child care in your community may have been a parent, a school administrator, concerned teachers or community agency worker or interested citizen. This person or people became concerned about the care of school-age children for a reason. It may be a personal one - their own child needs care. School personnel may be worried about the number of children on the school grounds before and after school. A child may have been hurt in your community or there has been an increase in vandalism in a neighborhood in which most of the parents work and children are left alone. The point is that the community has become concerned about this problem, and it will take the community working together to come up with a solution that best meets the needs of children and families in their community. The development of community support and the process of gathering information about the school-age needs of the community is one of the first steps in the planning process. It is also important to view already existing programs to insure that no duplication occurs. Below are listed the first steps you and your newly formed group will take to begin the planning process for the development of school-age programs in your community.

1. Conduct a needs assessment or survey of your community for the measureable need and use of a school-age program.
2. Conduct a resource analysis of your community to determine already existing programs and possible support your program can get from the community in the way of money, equipment, ideas, expertise and general goodwill.

0(23

3. Determine the target children and families to be served by reviewing the needs assessment and resource analysis.

The initial planning group of individuals who are interested and committed to the idea of school-age child care needs to meet and begin the planning process. If your group is small, find others who share your concerns, who confirm your perceptions that the need for this type of care is pressing and who may also want to start a program. Also ask people to participate in planning whom you know will work hard and follow through on a commitment. It is best to keep the initial planning group relatively small so it is easy to get everyone together and so tasks can be divided easily and quickly. Your group will work more efficiently if there is a coordinator or leader who will assume the major responsibility for calling meetings, writing and distributing correspondence and maintaining records. The group will probably grow in the weeks to come and some members may move on while others take their place. What is important at this stage is that there is not only an idea for a school-age program but also some committed, interested people who are willing to make it work. Without these people who are willing to start the planning process, there can be no school-age child care program.

The next step is a fact-finding mission that may involve using more than one technique in determining true needs and existing resources that can be used. Although your group may choose not to undertake all of the following fact-finding methods, using at least one will better insure the success of your program.

Needs Assessment

The needs assessment can do several things for planning programs. One of the more obvious is to actually determine if there is a need and what are the specific requirements of that need. Guessing there are a lot of children in a community who need before and after-school care is not sufficient reason to start a program. Data can also help convince a school board or funding source to provide monies, space or other support to the program. It can help with on-going funding to show that needs have been met and progress made within the program. Needs assessments provide data that may be used in designing the program.

Deciding where and who is going to conduct the survey is the first step in conducting a needs assessment. Below are some suggestions for possible routes to use:

1. Schools

   Since you are going to service the school-age child, it seems only logical to ask the public schools to allow you to distribute questionnaires to the families of the children who attend each school. Sometimes administrators are helpful and sometimes they may not want to participate. It is best not to push the issue because you may be returning to ask for use of facilities. The school administration may already be conducting the needs assessment to determine the need for school-age care. You can contact them and explore possibilities of operating the program.

2. Agencies

If you are not successful in working with the public school on your own, you might contact a community agency to enlist their help in gathering information. These organizations often have good contacts with public schools and could persuade the right people to let you do a needs survey.

You could also conduct a needs assessment within the agency and send questionnaires to families served by that particular agency.

3. City/County Planning or Recreation Departments

These organizations are often interested in being a part of the school-age program and have the means to do surveys.

4. Civic Groups

Organizations such as the Junior League or the League of Women Voters can often be approached to help in conducting surveys or providing funds to conduct the survey.

5. Others

Is there an interested high school or college class, or a church in your community which would be willing to take the survey as a project? Be creative.

Determining the form of the survey is important to make sure you get the information you need. Both the form and the size of the survey will depend on several factors:

1. Who is your "target audience"?
2. What information do you already have that you do not need to duplicate in the survey?

3. What are your financial and human resources to conduct the survey?

4. Who is going to conduct the survey?

5. What information do you want to get from the survey?

There are several ways to gather information or conduct a survey. One is through a mailing to a certain audience. This is often done within public schools. Questionnaires are sent home with children and then returned. You need to realize that the return rate maybe relatively low on this type of survey.

Another form of collecting data is use of the telephone. This method relies on people to call randomphone numbers and ask questions about needed school-age child care. This method can be helpful if skilled interviewers are used and questions are nonthreatening. Interviews can also be conducted face-to-face. This is a very time-consuming method; however, it can yield accurate results and attitudes as well as begin the public relations work. In addition, group meetings, such as PTA's or community clubs, in which interested people are brought together to discuss their needs and desires, may be used to collect data. Written questionnaires may be distributed or verbal comments may be recorded.

Whatever the method used, take some time to carefully compile the questions to be asked and the manner in which they are asked. You are not only gathering information to use in your future program, but you are beginning to spread the word about the program and you want the initial presentation to the community to be positive.

Carefully stating your questions, whether on a written survey or one conducted verbally, will insure you of getting the information which

you need. Some basic areas you will want to cover are: the children who need the care, the families who want and will use the care, and what can be paid in fees by these families. Below is a list of some of the questions you may want to include:

1. Name, address, telephone numbers (home and work). Even though confidentiality may be desired by some people, names and addresses are helpful to incur support and future participation
2. Ages of children in the family
3. Schools attended and neighborhoods where respondents reside
4. Ages of children in need of care
5. Ages of children one anticipates in need of care in the future
6. Special needs children and extent of care required
7. Exact hours when care is needed
8. Days of the week when care is needed
9. Time of the year (fall, spring, summer, holidays) when care is needed
10. Hours and days when the need is most critical
11. Present care arrangements and their level of adequacy
12. Extent of use of program if one was available and the price was affordable for the family
13. Amount family could pay (put ranges for respondents to choose from, put maximum and minimum limits)
14. Preferred locations
15. Transportation needs
16. Kinds of activities or programming parent/child would like to see included in the program

17. Parent's willingness to help with the program

If the survey is written, include a cover letter explaining the reason for the survey and how the results will be used. Explain that this is a fact-finding endeavor to determine need, not the guarantee of a program. If you are conducting the survey verbally, be sure and include the same information in a verbal way. Put the name and phone number of the proper contact person or persons on the questionnaires if possible.

Share the results of the survey with those who had a part in its completion. Compile the figures so that it is easy to see how questions were answered. One master tally sheet is usually helpful. A report can be compiled from the data and used to promote the program and to determine program needs. You can borrow questionnaires from other agencies or write to programs listed in the back of this manual. Remember, each community is unique in its families and child care needs. You will need to tailor the questionnaire and the way the survey is conducted to suit your community.

Resource Analysis

Resource analysis is a way of saying: look at what is in your community that already serves school-age children and what might be helpful in the community to help you in your program. Resource analysis allows you to maximize what exists in your community and to identify sources of support for your program.

It is suggested that a thorough review of <u>all</u> existing school-age programs be obtained. Start with the programs people on the planning committee know and then move to the phone book. Although there may be a

strong indication of a need for school-age programming in your community, it is important to look at existing programs and what they already offer for school-age children. You can learn from these programs, share the existing ideas and resources and eliminate duplication. Below is a list of other agencies which are potential resources.

1. Day care centers (A list of the centers in your area can be obtained from the State of New Mexico's Department of Health and Environment, the Health Facilities and Occupational Licensing Bureau)
2. Family day care providers (This list can also be obtained from the above source)
3. YMCA and YWCA's, Boys and Girls Clubs, Campfire programs, Boy and Girl Scouts
4. Neighborhood community centers (These may be run by city park and recreation departments)
5. School or city parks and recreation departments
6. Church-sponsored programs

Contact these organizations and share your plans with them. Be clear about your intentions. Below is a list of possible information you may want to gain from these other organizations or agencies.

1. Number of children served
2. Age range of children served
3. Days and times services are provided
4. Location of service
5. Areas of community which are served by their progam
6. Cost of service

7. Kind of program provided

8. Information about any planned changes in service

Compile this in a form that can be used easily and reviewed when you begin to determine who to serve and what kinds of activities to be included in your program. Remember, your goal is not to take away from an existing program that is meeting a need, but to fulfill a child care need in a community. Team work and mutual support serve more needs.

During the process of conducting the needs survey and resource analysis, you will begin to identify a variety of people and organizations that are interested in the topics of school-age child care. Some you may have already approached, either to help you conduct the needs assessment or to gather information on existing programs. The extent of your community's support for this project will have a lot to do with the success of the program or even the existence of it in the first place. You are not creating this program in a vacuum and you may be surprised at the number of people and organizations who are interested in your project. Some persons may be interested because they genuinely care, some because they fear you may take children from their program, and some because they have their own viewpoints about the program and how it should be operated. Fight the urge to grab your idea and run. Many people can be your ally and help in this project. In fact, after gathering a group of people who will do the initial work and carry out the needs assessment, the next crucial step is the gathering of community support.

The identification of key players in your community is another important step in the planning process. Approach them and explore with them ways they can help or support your project. These people may

include public school officials, other child care providers - both in centers and family day care; youth club administrators; adult members of service organizations; neighborhood groups; public officials and directors of recreation programs. Ask their opinion, get their perceptions and listen to their ideas and criticism. Be sensitive to the chain of command within groups and try to determine the best way to utilize the people within the organization. Each has their own skill and talent to bring to the project.

Be sensitive to cultural and political differences in groups and in people. If you are hoping to meet the needs of a specific culture or group of people in the community, know their desires and viewpoints are critical to the success of fulfilling their needs. They need to be involved in the planning.

At some point you will probably want to compile a list of community agencies, groups and key people you have contacted. Then you will better be able to determine what their contributions can be when you go and ask for their help. Be flexible and accepting. Under no circumstances ignore or eliminate people from the effort. Even if people do not give their support initially, once they see the program going, they may change their mind and want to help.

Below is a list of some of the community organizations and people whose support you may want to gain. These can be local as well as state agencies and groups.

1. Public and private school principals, teachers, board members, superintendents and support personnel
2. Youth agencies: YMCA, YWCA, Boys and Girls Clubs, Campfire, Scouts.

3. Public Schools' Community Education Departments
4. State Department of Human Services
5. State Department of Health and Environment
6. Child care information and referral agencies
7. Chamber of Commerce
8. United Way
9. Parent Teacher Organizations
10. Local youth athletic teams or clubs
11. Park and recreation departments
12. Religious institutions
13. Local health and safety bureaus
14. Local employers
15. Local child care centers
16. County youth service agencies such as CHINS (Children in Need of Supervision)
17. Parent and community groups, leagues and clubs such as League of Women Voters, Junior League, Lion's Club, Rotary Clubs
18. Local advocacy groups for children such as National Association for the Education of Young Children (NAEYC)
19. Professionals such as attorneys, doctors, librarians, corrections and public safety officials
20. Elected officials such as county commissioners, state legislators, school board members, city council members, mayors.

It is a good idea to stop and think about the variety of ways that the resources you have found in your community can be utilized in your

initial planning and on-going operation of the program. Brain-storming with the planning group can get ideas going. Ask the community resources personnel you have identified for their ideas. They may have some suggestions of which you have not thought. Below is a list of possible ways that your community support can be of assistance to you:

1. Serve on the advisory board
2. Talk to a key official
3. Help in the needs assessment
4. Do publicity
5. Donate money
6. Donate time
7. Help in program planning
8. Provide legal fees
9. Provide accounting fees
10. Provide a special program
11. Help in fund-raising
12. Assist in getting insurance
13. Bring their child for care
14. Help build or clean building
15. Sponsor a needy child
16. Give guidance on special needs children

This list could continue. The point is many people can help. The benefits are obvious. You save money and utilize valuable resources. You get everybody involved in the project. The program becomes the community's, not just yours. Your community grows in power and concern, and - **YOU ARE HELPING CHILDREN!**

Deciding the Children and Families to Serve

The children to be served in a community should be determined from the needs assessment and resource analysis. The needs assessment targets children who need the program. Looking at the resources available can help the decision-making group to determine if the needed resources are even available to serve these children. All other program decisions rest upon the careful decisions made about what group or groups of children will be served. It is often helpful to take a map and determine the approximate numbers of children in specific geographic areas of the community and who might benefit from school-age child care. Then the planning group can begin to determine the groups to be served. Listing resources available and possible gaps in resources can eliminate certain populations and target other groups for the programming. It is vital to spend thoughtful time in deciding which children are to be served. If an organization is uncertain of resources but knows of a definite need, their decisions may be to start small and add children in coming years. If resources and community support is extensive, starting with a larger population may be best. If it is determined that information is lacking, the organizing group may need to return to the needs assessment and collect more data.

During this process, determining information about the times needed for care can be helpful as well. You may not want to make the final decisions as to the times the program will be open, but gathering some facts to indicate possible opening and closing times can help in the decisions which need to be made next. Determining the group of children to be served will help to direct the inital planning group for the next steps in planning.

You have now successfully completed the needs assessment and resource analysis. From this important information, you can decide what children to serve, where they are located, an idea about times of operation, and a good wealth of possible resources within your own community to tap in your future planning. You are ready for the next step in planning; that is, getting the program off the ground.

References Cited

1. Baden, Ruth; Genser, Andrea; Levine, James; and Seligson, Michelle. School- Age Child Care: An Action Manual. Boston: Auburn House Publishing Company, 1982.

2. California Child Care Initiatives. School-Age Child Care - Getting it Started in Your Community. California: California Child Care Resource and Referral Network. 1986.

3. Davidson County School-Age Day Care Task Force. Starting School-Age Day Care: What Are the Considerations?. Nashville: Davidson County School Age Day Care Task Force, 1978.

4. Hendon, Kay; Grace, John; Adams, Diane; and Strupp, Aurelia. The After School Day Care Handbook: How to Start an After School Program for School-Age Children. Madison: Community Coordinated Child Care/4-C in Dane County, Inc., 1977.

5. Neugebauer, Roger. "School Age Day Care: Getting It Off the Ground." Child Care Information Exchange, November 1979.

- [x] Introduction
- [x] The Community and the Program
- [ ] **Getting the Program off the Ground**
- [ ] Overall Program Planning
- [ ] Day-to-Day Planning
- [ ] Activities
- [ ] Resources

GETTING THE PROGRAM OFF THE GROUND

By this point a needs assessment and resource analysis has been made of the community in which the school-age program is to be conducted. The process of selecting a target group is near completion. The group of people who initially started the process of recognizing the needs of school-age child care may now either undertake the next steps themselves or look for a sponsoring agency to take on the job of providing the desired program to the determined population. This action group may put together the program within a certain agency or co-ordinate efforts between several agencies to provide the program. The action group may turn the total project over to an agency, such as a school or local children's organization, to continue with the actual development of the program or set up a totally new organization to operate the program. The vital task of determining needs and possible resources has been conducted. This section in the manual deals with the next steps important to setting up a program for school-age child care. They are as follows:

1. Developing program philosophy
2. Determining who will be the sponsoring agency or organization and what legal procedures need to be followed in order for this to be accomplished
3. Obtaining initial funding
4. Selecting an appropriate site or sites which meet the regulation requirements
5. Obtaining required licensing regulations for operating a school-age child care program
6. Recruiting and publicizing the program

Philosophy - The Foundation on Which All Else Rests

The development of a philosophy or mission statement must come before actual program development begins. It may be done before or after a sponsoring organization is found but it needs to be done early to lay the foundation for the steps that follow. The original planning groups may develop the philosophy or mission statement or the organization that will operate the program may undertake this step. One person, such as the owner of a child care center, or twenty people may develop the philosophy. What is important is that a philosophy or mission statement be made to guide the rest of the planning and the on-going program.

It is from the philosophy that the goals for the program must come. These goals, which are the outcomes for children and families, direct the curriculum work. Without the philosophy there is no direction or belief structure that all who work, help and use the program can follow. Philosophy helps everyone to agree on a common purpose and reason for the program. When discord arises, the philosophy can clarify and redirect. When problems arise, the philosophy can help individuals to see possible solutions. When confusion exists, the philosophy can help put issues into perspective and prioritize the issues. The philosophy can bind people and the community together toward a common goal and objective. Philosophy directs the hiring of staff, the types of activities, the commitments made to children and families and the kinds of resources the program will use. Programs of high quality have strong philosophy statements that are clear and which affect every aspect of the program.

The philosophy is based upon four critical elements. The first is the community in which the program takes place. The second is the agency or organization itself which has direct responsibility for the program. Third are the caregivers. The fourth and most important is the children and families which the programs serve. A philosophy will address all of these people and states what is believed about the role of each of these in developing the program. The purpose of the program must relate directly to these four elements.

Philosophy statements can be brief, a sentence or two, or a group of statements requiring several pages. They may be long and detailed. They should not be so lengthy that they take the place of specific goals nor so grandiose that it is difficult to determine what is really being said. Philosophy statements often state what is generally believed about children and the family served and what the program should accomplish given the considerations. Goals are then developed from the general philosophy statement. The philosophy can form the foundation for by-laws of incorporation or help to review existing by-laws for inclusion of school-age care. The philosophy should be included in all personnel manuals, program descriptions, parent handbooks, requests for funds or general introduction to the program. All new participants, whether they be a new board member or a new staff member, need to hear the philosophy upon initial contact with the program. They then have the option to determine within themselves whether they personally believe in this philosophy and will be able to work for the purpose of the organization. Parents can determine if this meets with their own personal feelings about what is best for their children and family.

In writing the philosophy, several guidelines can be used. The needs assessment and resource evaluation may be used as one of these guides. Even though philosophy statements are broad in nature, they still should reflect the uniqueness of the community and families being served. The authors of Half a Childhood (1984, p. 23-24) indicate that quality school-age child care can be reviewed in several critical ways. They see school-age child care as being a support for parents who may be working or attending school. They see it as a support for parents who may be physically or psychologically unable to care for their children. It can be a source of information about parenting and a complement to the child's home; yet, according to the authors, a quality program should meet the child's developmental needs and be a place for the child to develop skills, form friendships and discover hobbies. Children may also find a place to relax and have fun with their friends. It can provide experiences which encourage a sense of accomplishment and help to build a sense of self-worth in the child. A quality school-age program can be a source of information about community resources for the family and be a true family service by meeting the needs of both the child and the family.

The authors of Half-a-Childhood reported that school-age child care should not be a duplication of what happens within the school classroom. Even though children may get help with schoolwork, the role of the program is not to be another school setting. The program should never attempt to take the place of a parent but work to support and supplement the parental role. Recreation may be included in the program but school-age care is not totally a recreational program. And finally,

it is definitely not a babysitting service. The authors feel that there should be no care today that is classified as merely babysitting. Children are too important and too interesting to be merely watched in any setting.

A successful program meets the needs of the child, the parent and the community. All three are closely related and equally important. A philosophy should include all three. If you will spend constructive, dedicated time to the development of philosophy, the other decisions to come will be easier to make, and your program will have a solid foundation upon which to rest.

Designing a Structure to Sponsor the Program

In setting up a child care program for school-age children, one of the key decisions is to determine the appropriate organizational structure to actually run the program and assume its financial, legal and administrative responsibility. Different communities have decided to use different models to deliver the program to the community. There is no one perfect model but rather a model that best suits the needs of the community. Taking into account existing resources is critical in that one model may be preferred but no real way of delivering it can be managed. By looking at the existing resources, an action group can see what realistically can work to deliver the program.

There are a variety of options to consider and ways that the program can successfully be delivered. In some communities there may even be more than one model to meet all of the needs. If an existing agency takes on the program as an additional responsibility, there already exists board and administrative mechanisms to develop the program. If a new agency or organization is to be developed and operate

the program, a board must be formed and a structure built from the ground up to develop and run the program. This model will probably take more initial planning time. The decision as to who in the community will run the program may have already been made. If not, a section on selecting a board and incorporating and acquiring tax-exempt status is included in this chapter.

The advantage of setting up a new group to run a school-age program is that the organization's primary purpose is to provide a school-age program. The organization can focus all of its energies on this one task and not be distracted by other functions. One way to accomplish this is through the formation of an individual owner/operator who is legally responsible for the program. This person can legally be set up either as sole proprietory or a corporation and may develop their own program philosophy and curriculum as well as hire the personnel. Many family child care providers and private child care centers would fall under this model.

Another model would be the formation of a board of directors to incorporate as either not-for-profit or for-profit. Community and parental input can be high and the organization tends to be held more accountable to the community as a whole. The selection of the board would be critical in determining the success of the program. The functions of the board would be as follows:

1. Establish policies and philosophy of the program
2. Assure adequate funding is available
3. Oversee and evaluate the program
4. Respond to changing community needs
5. Select and supervise the director of the program

Once the decision to develop a separate organization is made, the selected board or the individual who owns and operates the program must legally set up an organization. As was stated previously, there are several different forms this can take. The assistance of an attorney or local business assistance program is helpful in making the determination as to which form is best for the group and the community. The New Mexico State Corporation Commission requires certain paper work to be on file with their office as well as a filing fee (see address in resources). As part of this function, by-laws must be drawn up and officers selected. This action identifies the organization as a legal entity, bound by certain laws and obligated to pay certain taxes. If the newly formed organization wishes to apply for tax-exempt status, that involves another process. There are Federal, state and local taxes which must be paid on a regular basis unless tax-exempt status is obtained. Organizations can obtain tax-exempt 501(c)(3) status for IRS purposes by contacting their local IRS offices. To obtain this status the emphasis in the program must be on religious, charitable, scientific, testing for public safety, literary, educational or the prevention of cruelty to children or animals. The earnings may not inure to the benefit of any individual nor can the organization participate in any political campaign on the behalf of any candidate. There has been some difficulty on the part of school-age programs to acquire tax-exempt status with the IRS because of the question as to whether it falls under any of the above listed categories. The writing of by-laws is critical to insure the obtaining of this status if so desired. Obviously, an existing agency may already have this exemption. The hurdle is for programs that are forming a new group to acquire the

tax-exempt status. One must apply to the state to be exempt from gross receipts taxes. This process is separate for exemption from Federal taxes.

If a new organization is to be formed to develop and run the school-age program, it is critical to obtain sound legal and tax advice in these initial steps of incorporation and tax issues. The selection of a board is also vital. These people must be willing to work hard to handle these issues and get the organization off to a responsible and sound beginning. Be sure the people selected understand the task at hand.

Using an Existing Organization

When using an existing organization, an action group from either outside or the organization asks the organization to take on the task of offering school-age child care. Often the existing organization must be approached with a presentation and data gathered from the needs assessment to convince them this is a worthy undertaking. Sometimes the primary organization wants to conduct the new program and asks for input from within the organization or community members to acquire feedback and support. Whatever the mechanism, the organization must come to a decision to undertake the program and make a commitment to seeing that the program works. The advantage of using an existing organization is that they already have dealt with legal and tax issues, although some modification of by-laws and philosophy may be necessary to include the new program. The existing organization may also have staff with expertise in school-age programming and the larger organization may have the facility and funds to help start the program. They may also have already established community recognition and support.

Some careful work must be done to insure success of the new program. A clear relationship between the new program and the existing board is important. If a new board or advisory committee is to be developed, guidelines must be clear. How the after-school staff and agency staff intergrate is vital. Agreements concerning facility use, administrative, clerical, janitorial and other staff services must be well co-ordinated. The issues of budgeting must be detailed. Written agreements concerning all of these issues need to be agreed upon when existing programs are to be used.

Below are six models of programs which can be found in various communities which combine newly formed organizations, use of existing organizations and combinations of both.

1. Programs presented by schools in the schools

   Under this model the school-age program is operated by the local public school district or private school. Responsibility for the program usually falls under the supervision of the principal in the school where the program occurs or to a child care or after-school unit within the system. Programs are often operated in several of the elementary schools. The school system administration and board hold legal responsibility for the program.

2. Programs operated by an independent agency in the schools

   Separate not-for-profit corporations which either exist or have been formed to operate after-school programs use the school facility to run the program. Sometimes there are separate corporations for each school and sometimes there is one corporation for all schools. Well-defined, written

agreements must exist between these outside organizations and school districts for these programs to work effectively.

3. Programs operated by an independent agency in a non-school facility

   Organizations either newly formed or within existing organizations operate school-age child care in a facility other than the schools. One of the critical issues is needed space and transportation.

4. Programs operated by recreation agency in their facility

   Recreation agencies such as YMCA's, YWCA's, and Boys' and Girls' Clubs, and parks and recreation programs run school-age programs in their own facilities.

5. Programs operated by child care centers in their facilities

   Many child care centers have expanded their programs to include school-age children. They usually run these programs within their own facilities.

6. Programs run by family child care providers in their own homes

   Family child care providers who already care for preschool children in their homes often care for school-age children before and after school.

No matter what the structure used, liability will be a concern of great importance. When one assumes the responsibility of another child, whether they be the primary care giver, the administrator of a program, the member of a board or the principal of the school, each is worried about liability. This concern is not unfounded due to media attention and lawsuits which have been initiated when children have been injured

in the care of another person. Even injury inflicted by someone else outside of the program and left undetected by a caregiver can leave that caregiver open to issues of liability. Injury has even expanded to include emotional damage as well as physical harm.

Accidents happen to children. Many of these accidents occur as part of the normal part of trying new skills and expanding developmental horizons. It is often difficult to determine where the line is between this type of accident and true negligence on the part of those people responsible for the child. Negligence occurs when there is a breach of duty in care which is the actual and proximate cause of the child's injuries. Even though the supervisor of the overall program was not present at a site when a caregiver in direct care of children is negligent, he or she can still be held liable since that person had the responsibility to supervise that particular individual. To ignore the issue of liability is the greatest mistake any school-age program can make.

Even when a program is being operated by another organization in an agency's facility, that agency must determine their level of liability. This is one of the reasons why agreements between organizations such as an outside group running a school-age program within a school's facility must be clear as to responsibility. Is the agency using the facility responsible for faulty building structure that causes an injury or is the agency which owns and governs the facility responsible? Being clear about liability is the first step toward facing this critical subject. Being clear about all members' liability such as direct caregivers, supervisors, board members and executive directors lays the foundations to avoid negligence.

The second issue in liability is the issue of adequate coverage. If a new organization has been formed then all new policies must be acquired. A general liability policy that covers all people who have some degree of liability is advised. Automobile insurance is critical if transportation of any kind is offered, even including field trips. Fire and theft is also required and may require two separate policies. Also fidelity bonds may be purchased to protect the program from potential financial transgressions of employees such as stealing and embezzlement. Needless to say, these will all cost money. Existing programs may have some coverage already and need only check to see if it includes school-age programs. New organizations will need to do thorough research to make certain they get enough coverage at a reasonable price. Remember cheap insurance is not always a bargain if the agent is reluctant to pay or help in times of need. Looking at the list of resources found in the resource analysis may help the organization to find the right insurance company who is willing to help to provide adequate coverage.

The final issue in the area of liability is not to be negligent in the first place. This manual will talk more about policies and procedures in the section on program decisions. Being clear about your procedures and making these clear to parents can minimize the risk of negligence. Stating safety rules clearly and enforcing them consistently can minimize accidents. Good, positive guidance and discipline can help children learn to control themselves and not be a threat to each other. Careful screening of personnel and good staff training is a key to minimizing negligence. Good communication with parents also lessens the risk of accidents and misunderstandings which

can lead to accusations of negligence. This is where the real effort should be made in issues of liability. Constantly worrying about being sued will only drive interested, talented people away from the area of care for children. Being well-educated, organized and prepared will keep children safe and personnel confident. A qualified, concerned attorney can provide guidance and direction in this area as well as counsel on other legal issues relating to the care of children.

Initial Funding

Some groups will be able to develop a program and pay for start up costs without any outside funds. These programs may be within a larger organization and personnel and/or funds may come from the larger organization as special allocations to develop school-age programming. In many cases, programs must start up on their own or the larger organization is unable to help with initial funding. On-going budgets and funding will be discussed more extensively under the section on program decisions. This section deals with the monies needed to start a program.

The exact money needed in start-up funding will vary with the program, the resources available, and the initial spending they will have to undergo. If a program must modify an older building or buy all new equipment and furniture, their start-up expenses will be more than a program which can use existing facilities and equipment. A person or group of people needs to develop a list of initial expenses they feel they will incur before revenues (usually from fees) will come. Approximate dollar amounts must be assigned to each item and then an

estimate of the amount needed can be determined. Usually when this amount is determined, the planning group looks in horror at what is required. Below is a list of possible items for which your program may need initial funding to purchase; however, needs vary with programs and communities (Adapted from Gwen Morgan's Managing the Day Care Dollar, 1982, pp. 35-39).

1. Modification of a facility to pass building, fire, child care codes and to be a suitable place for children
2. Equipment such as tables, chairs, storage units, sports equipment, books, games
3. Supplies for the first several months to include paper, crayons and markers, glue scissors, and other art materials
4. Publicity and public relations expenses
5. Insurance payments
6. Transportation rental or purchase of gas, oil
7. Salary and benefits for administrator and staff for start-up period
8. Administrative supplies such as paper, pencils for the start-up period
9. Clerical staff
10. Custodial staff and supplies
11. Rental of a facility
12. Security staff
13. Outside consultants such as lawyer, architect, contractor

After you have determined the start-up items required and assigned an estimated cost to each, you will need to look for the money to accomplish the payment of these items. Many times, organizing groups

are so taken back by the figure at the bottom of the page they abandon the whole program. Be creative. Be inventive. You might be surprised where money, supplies, help and assistance can be found. Get your resource analysis out and start looking. Below is a list of possible ways to find the monies, supplies or services you need.

1. Determine everything that can be donated or borrowed for a period of time and then go into the community and ask and/or borrow
2. Look for possible seed monies or grant monies, no matter how small, to help you in these start-up expenses
3. Ask for donations from community organizations and businesses
4. Take a loan from a supportive bank
5. Hold fund-raisings by mobilizing as many interested community supporters as possible
6. Collect money from as many interested people as possible, remembering that small amounts of money add up

Site Selection

Some of the groups using this manual will already have a site. It may be in a school or recreation building currently being used by the children. There may be no choice as to the facility to be used. The program will have to use what is offered. It is important to remember the licensing requirements when looking at facilities for child care (see #1 on State of New Mexico resources). But if a program has no facility or has the good fortune to be able to select from several options, the following criteria adapted from The After-School Day Care Handbook (1977, p. 60) from the 4-C program in Dane County, Madison, Wisconsin can be helpful when considering sites. The considered site should:

1. Be able to meet all licensing and building code requirements with minimal expense
2. Be conveniently located for the families who plan to use the program
3. Be situated in the neighborhood so that children will not have to be transported long distances to the program site
4. Be flexible so that children can have some freedom to make the facility feel like their own
5. Have indoor space which is large enough for large group activities
6. Have good storage space that can be secured for equipment and materials
7. Be attractive to the eye or have the capability to be made appealing
8. Be available at the times scheduled by the program
9. Have an outdoor area that is easily accessible for safe outdoor play

Although a program may not be able to find a space that includes all of the above criteria, the more important criteria should be included in the space. The group making these initial decisions can go back to the needs assessment and to the philosophy and goals established earlier to determine what aspects of the site are the most important for their own needs and the community in which the program will be run. Sometimes compromise will have to occur. If it is a choice between less ideal facilities and any program at all, compromise will have to happen. Just keep in mind, there is no program if the facility cannot pass the necessary regulations, both locally and at the state level.

It is unlikely that a school-age program will have a space "all to itself." Because the space will be empty a portion of the day, in the interest of economy most programs will share space with another program. There can be benefits and drawbacks to this arrangement. One of the benefits can be shared use of equipment which can be a cost savings to the school-age program. The equipment could include furniture, outdoor play equipment and some smaller, indoor play equipment. It can also mean the use of janitorial and security services provided by the other program.

When looking for a facilty to share, it is best to share with a program which also services children of approximately the same age as the children in your program. If other groups are in the facility at the same time as your program, keep in mind noise and traffic levels and determine if the two programs are compatible. It is highly recommended that written agreements be drawn up over the use of common facilities and equipment to address the issue of liability. The day-to-day details of usage need to be determined. Good communications are the key to smooth, joint use of facility and equipment. Some areas to cover include:

1. The basic arrangement of furniture and equipment in the room and how it is to be on arrival and departure of children
2. A list of equipment, materials, and furniture to be shared and that which is not to be shared and how repairs will be handled
3. The responsibilities of who will clean up when and what
4. A process for changing any of the above and what procedure is to be followed regarding complaints or problems
5. Times to meet and discuss the arrangement

When considering space, keep in mind the need for storage space. Because you will not want program people to have to carry all of their supplies in and out each day, you will need to have storage space somewhere in the facility. It is best to have this space easily secured as well as convenient. Sometimes the facility will allow you to have some shelf space or closet room (if you are sharing the space). If not, you will have to buy some storage units. Mobile units which can be locked and pushed out of the way are useful in this situation.

In the section on program decisions, more will be covered on the actual environment within the facility and what you can do to provide a "good" place for school-age children. What is important now is to get a facility that fits as many criteria as possible and can meet licensing and regulation standards and that can meet the school-age child care needs of your community. If you having difficulty finding this space, do not hesitate to rely on those resources which you found in the resource analysis you did at the start of your planning for assistance finding adequate facilities.

Regulations and Licensing

In New Mexico, the Health Facilities and Occupational Licensing Bureau, Licensing Health Related Facilities Section of the Department of Health and Environment is responsible for licensing child care programs. Listed below is an excerpt from the regulations governing the care of five or more non-resident children less than twenty-four hours of any day. Some school-age programs fall under these regulations and some do not. You will need to read the regulations carefully and determine if you must be licensed. If you have any questions, it is best to call the department (the number can be obtained from the state information

directory listed in your phone book) and ask for a decision on your specific program. Many experts think it is best to be licensed in the interest of basic health and safety requirements and as protection to children. It shows the community that the program is willing to take good care of children and avail themselves of all precautions. The following is from the section on applicability from the New Mexico State Day Care regulations (Health and Environment, 1987, p. 7).

105. Applicability

A. These regulations apply to public or private facilities that provide care, services and supervision for five (5) or more non-resident children for less than twenty-four (24) hours of any day, and come within the statutory definition of "health facilities" set out in 24-1-2 (D) of the Public Health Act, Section 24-1-1 to 24-1-22 NMSA 1978 as amended, and are required to be licensed by the Licensing Authority.

B. **These regulations do not apply to the following:**

1. Facilties providing child care for twenty-four (24) hours on a continuous basis. Such facilities are covered by other regulations promulgated by the Health and Environment Department and are available upon request to the Licensing Authority.

2. Child Care Centers operated by the Federal Government.

3. Any individual who in their own home provides care, services, and supervision to four (4) non-resident children or less. CCFP Family Day Care Home Registration Regulations HED 86-10 (HSD) may however be applicable to such homes.

4. Child Care Centers operated in the Public School system and governed by the local district school board.

5. Private schools accredited or recognized by the New Mexico Department of Education, operated for educational purposes only for children age five (5) years or older.

6. Child care facilities provided exclusively for children of parents who are simultaneously present in the same premises, and summer religious schools held on church premises.

7. Summer camps, wilderness camps, and programs operated for recreational purposes only and that have no connection with any facility otherwise subject to these regulations. Such camps and programs are those which are conducted by a recognized organization such as churches, schools, boy and girl scouts, etc; provided such camps and programs are not conducted in private residences.

To obtain a copy of these regulations, it is necessary to write for a copy of them as well as the regulations concerning fingerprinting of people who work or volunteer in the program. The address is:

Supervisor - Licensing Health Related Facilities
P. O. Box 968
Santa Fe, New Mexico 87504-0968

Before you are able to receive a state license, the following inspections and approval must also occur:

1. Approval from local zoning office as to the use of the building for a child care program. Some municipalities restrict child care facilities from certain residential areas. Call for guidelines.
2. Approval from local building authority as to the suitability of the facility for child care
3. Approval from fire authorities as to the safety of the building from fire and also ease of leaving the facility in case of fire (this may include city, county and State fire marshal).
4. If applicable, written approval must be obtained from the State Environmental Improvement Division for the following:
   a. Kitchen approval if meals are served in the facility for use by the children in the school-age program
   b. Private water supply
   c. Private waste or sewage disposal

NOTE: Albuquerque, Bernalillo County, Los Alamos and Los Alamos County have their own Environmental departments who perform and give approvals.

Some or all of these inspections may be necessary for your local city, county or municipality even if a state day care license is not required for your program. If you are planning a program in a building which has never been used to carry out programs for children and is over ten years old, modification to the existing structure may be required before the proper authorities will allow you to care for children within the facility. You must check suitability of the site as one of your initial steps because the modifications required to an existing building may be prohibitive to your running a program in that particular building. It is better to check this first and change plans than be ready to open and find out you are not allowed to bring children into the building.

State law also requires fingerprinting and FBI checks for all people working in the program and people who may volunteer more than eight (8) hours a week. The procedures to do this will be sent to you when you ask for information about licensing. FBI checks are done for people who have been convicted of child abuse or molestation only. Health checks which include a yearly TB test are also required for state licensing. After all the proper inspections and paperwork are completed, the state will come to inspect the facility and program plans. Plan approximately four months or more to complete this process. It may take less time, but start the process early. If you open without the proper approvals which are required, your program is in violation of the law.

Many see licensing as a bother and inconvenience in the process of planning a child care program. Remember back to the section on liability and consider that you are caring for other people's children. You want to protect them and yourself by taking every precaution possible. The regulations are written to safeguard children and protect them. Use regulations as a guide and a way to help you provide this protection for the children and yourself.

Recruitment and Publicity

A difficult time for school-age programs occurs when the needs assessment shows large numbers of children in need of care, but when enrollment occurs, only a handful of children are enrolled. Program credibility takes time, thus the necessity for initial or start-up funding to get a new program through the difficult first few months can be seen. Some programs will have plenty of children, especially if publicity has been done before the program opens. Some suggestions or helpful tips will help program developers spread the word about the program and insure better chance of children enrolling early.

1. Word of mouth is great advertisement. Start with the children you have, do a good job and let parents spread the word.
2. Follow up on the needs assessment and questionnaires and send special reminders or call parents you have found to be the most interested.
3. Send fliers home not only with school children but also with church groups, scout troops, youth groups, dance programs.
4. Put posters in places that families go, such as grocery stores, drug stores, laundromats, community centers.
5. Use the newspaper for as much free publicity as possible and then buy as large an ad space as you can afford.
6. Use radio and TV public service announcements.

7. If you can afford it, develop a brochure and explaining your program in more detail. Tell about the activities planned and tell about the qualified staff.
8. Put together a slide show for use at service groups, schools, church groups.
9. Have an open house and show the crafts and activities that some of the children have already done. Ask children and the families already in the program to come and help that night.
10. If you have a board, ask them to help you publicize and recruit for the program.

Do not give up! New programs often take several months to get off the ground. It is important to have enough resources to get through this initial period. Hire quality staff, plan appropriate activities and develop a program where children feel safe and enjoy themselves and the word will spread.

References Cited

1. Baden, Ruth; Genser, Andrea; Levine, James; and Seligson, Michelle. School- Age Child Care: An Action Manual. Boston: Auburn House Publishing Company, 1982.

2. California Child Care Initiatives. School-Age Child Care - Getting It Started in Your Community. California: California Child Care Resource and Referral Network. 1986.

3. Davidson County School-Age Day Care Task Force. Starting School-Age Day Care: What Are the Considerations?. Nashville: Davidson County School Age Day Care Task Force, 1978.

4. Hendon, Kay; Grace, John; Adams, Diane; and Strupp, Aurelia. The After School Day Care Handbook: How to Start an After School Program for School-Age Children. Madison: Community Coordinated Child Care/4-C in Dane County, Inc., 1977.

5. Morgan, Gwen G. Managing the Day Care Dollar. Cambridge, MA: Steam Press, 1982.

6. Neugebauer, Roger. "School Age Day Care: Getting It Off the Ground." Child Care Information Exchange, November, 1979.

7. U. S. Bureau of the Census. After-School Care of the School-Age Children. December 1984. U.S.G.P.O., 1987 (Series P-23, No. 149).

- [x] Introduction
- [x] The Community and the Program
- [x] Getting the Program off the Ground
- [ ] **Overall Program Planning**
- [ ] Day-to-Day Planning
- [ ] Activities
- [ ] Resources

OVERALL PROGRAM PLANNING

You are committed to offering a school-age program in your community. If you have followed this manual, you have completed the following:

1. Administered a needs assessment
2. Determined the resources available in your community and gained community support for your project
3. Identified the children to be served
4. Developed program philosophy and goals
5. Determined the sponsoring agency and the legal form it will take
6. Obtained initial funding
7. Selected appropriate site or sites
8. Obtained licensing and approval
9. Initiated recruitment and publicized the program

These steps have brought you to the point of program implementation and evaluation. If you have skipped any of the above or feel they are unimportant, the next step of getting the program up and running may be more difficult.

Program Implementation

The next two steps include the decision on the days and hours of program operation and the hiring of a person to administer and direct the program. The hours need to be set so you can clearly explain to a potential director when he or she will work. Time and days of operation will also give you an indication of the amount of money which you can pay the staff. After you have determined the days and hours and have

hired a competent director, you are ready for the following steps:

1. Hiring all personnel in the program and development of personnel policies
2. Development of an operating budget which includes not only expenditures but also future resource determination and collection
3. Development of program policies and procedures to include the following:
    a. enrollment and attendance of children
    b. health and safety issues
    c. food service
    d. discipline
    e. transportation
    f. days and hours of operation including cancellations, holidays, summers, drop-ins, and guests
4. A plan for parent involvement
5. Providing for evaluation

Program implementation involves dealing with the nuts and bolts of the operation and the successful and smooth running of the program. It is often helpful to divide the tasks among smaller committees if a board is involved or several people if the job is being undertaken within an existing organization. The hiring of a qualified director initially is important so this person is involved in the decisions. The program can also take advantage of this person's experience and expertise.

Hours of Operation

Now that the site has been selected and you know who will be governing the program, you can better determine the hours of operation.

You will want to return to the needs assessment and determine those hours which seem to be in the most demand by families. You can co-ordinate this with the site or sites that you are going to use. Below are listed some of the options for care provided:

1. Before school

   Care is provided before the child's school day begins. You must determine how early to open according to prevailing work hours in the community.

2. After school

   Care is provided after school is dismissed until the parent picks up the child. You must determine how late you will stay and what will happen on days that school may be let out early for teacher-training or other reasons.

3. Kindergarten

   If there is half-day kindergarten in the schools in your community, you must decide whether to provide care for these children. This type of care is generally offered in the morning and/or afternoon while older school- age children are in class. You must also decide whether you will mix kindergarten and school-age children in the same facility.

4. Full day

   Care is provided for the full day for those days when school is not in session. The time to open must be the same as those days part-day programs are offered.

5. Summer full-day

   Care is provided in the summer months when school is not in session. Full-day programming must occur.

6. Drop-ins

   Care is offered on an irregular basis. Although registration papers are on file, a set schedule may not be maintained by the child. Space may be allowed on an availability basis only. Fee dependability and staffing are difficult with this component.

7. Part-time care

   Care is provided a portion of the week. The child has a schedule but does not come every day. Many parents prefer this option but it may be difficult to staff and you do not get as much revenue as when the child is enrolled every day. You may be able to find another child to share the slot but this is often difficult to do.

After you have determined the days and hours of operation, you can figure the number of children you will serve. A good guide to determine the number of children to be adequately served in a space is an allowance of 35 square feet of indoor space per child. National guidelines recommend 1 caregiver to 10 children. The state day care regulations indicate there must be one caregiver per 15 children five years or older. Next is the issue of total group size. Even though proper square footage and the proper staff ratio is maintained, the total group size should not become so large that it becomes difficult to manage. A total of 40 school-age children in a total group with three caregivers is a good recommendation to follow in relation to the concept of total group size.

Personnel

It is unfortunate that in America today one of the most important jobs to be done is often not attractive to people who are looking for work. That job is caring for children. There are many people who like children and enjoy being with them but do not have the skills or knowledge to work with a group of children. Others have the desire, skill and knowledge, but the low pay and lack of benefits forces them to look elsewhere for employment. The people who work with the children are the most important component of your school-age program. All of your other work can be undermined and destroyed because the wrong person is running or working in the program. Parents are concerned about the person caring for their child. They may be upset about fee collection, the hours of operation, or a certain policy concerning behavior, but they will not put their children in a program if they do not feel secure about the person(s) caring for their child. The following qualities have been adapted from Half a Childhood (1984, p. 66) and are helpful in considering when looking for caregivers in school-age programs.

1. Knowledgeable

   The school-age caregiver should know about the development of the school-age child as well as something about the problems facing families of today. They should be well trained in dealing with school-age children and what activities are best planned for this age child. They need to know something about the resources of the community and how to work effectively with parents.

2. Flexible

   Workers need to have freedom and ease of working which

allows them to change with the needs of the children with whom they are working. They also need to be able to work well with other caregivers.

3. Accepting

The caregiver should be able to accept all children and their families, regardless of cultural backgrounds or family backgrounds or difficulties. School-age child caregivers need to work for the best interest of the children and families in their care.

4. Optimistic

The caregiver should have a positive viewpoint on life and the children and families with whom he or she is working. They should be positive about themselves and the job they are doing and its importance to families and the community as a whole.

It is important to find caregivers who are good role models and who really enjoy children and like them. A good caregiver needs to have a clear understanding of himself or herself and know what their motives are for wanting to work with children and families. The caregiver needs to be well organized but not obsessed with orderliness and structure. The caregiver needs to be able to set goals for children and the total program. They need to have a sense of what is appropriate for school age children and what is not appropriate.

Hiring Process

It is easy to write the criteria for hiring personnel but more difficult to find people who meet that criteria. Allow enough time to complete the hiring process for the best results. If you are too quick

to hire, you will be much more likely to take the first person who walks in the door. A group of people from the larger organization or board could be assigned to help in this task. Even if it is one person who helps, it is best to get feedback from others on the hiring of the director. Others may see or hear something you have missed.

You will need to draw up a job description. A suggested list of possible positions and job descriptions follow this section. You will then need to recruit applicants. This can be done through advertisements in newspapers and posting job description in places where potential candidates would see them. Articles in child-care newsletters can also attract interested people. Give the advertisement plenty of time to attract people's attention. You will then want to screen the letters and resumes received. Read each letter and application carefully. You may want to develop a rating system to make it easier to compare applicants. Remember: presentation is important but is not everything. Look for substance and experience in tangible ways when reviewing applications.

After you have screened carefully, you are ready to interview from the list of best candidates. Below are a few statements and questions which can be used to help you learn more about the applicant. These have been adapted from School-Age Child Care -- An Action Manual (1984, p. 221).

1. Tell us about your work with children.
2. Tell us what you would plan for children ages 5 to 12 years of age
3. What are some of the methods you would use in guiding and disciplining children?

4. What effect do you feel that child care has on children and their families?

5. What are some of the reasons you would like this job?

You may have to conduct interviews twice. Then consult with others and make your final decision. Base your decision on sound data and your perception of this person and how they would work with children. After hiring the director, you will then bring this person in to help in all further hiring and planning. Tell him/her how the project got off the ground, let him/her see the survey, and what the process has been to this point. Show this individual the mission statement and ask for his/her input. You must now begin to hand the program development and implementation over to him/her so he/she will become more familiar with the proposed program. He/she will still need to communicate with the board and/or existing, larger agency. Now is the time to allow your new director to assume much of the work. Do not be afraid to give this person the responsibility. If you have done your hiring process well, they should be able to do the job.

The following are suggested job descriptions for the various positions in a school-age program. Your program may wish to modify and change some of them. These are meant as a guide in your program and to help you identify qualities suited for work in school-age child care programs.

1. The Director

- Selects staff, schedules, supervises, supports, evaluates, dismisses
- Plans program along with staff
- Manages the fiscal matters of the program

- Supervises the overall program
- Discusses and solves problems
- Reports to the governing board or administration
- Maintains or sees that records are maintained
- Provides resources for staff
- Works with parents about special needs
- Makes policies and procedures clear to family and community
- Represents the program to the community
- Looks for and utilizes community resources
- Co-ordinates with regulatory agencies concerning licensure
- Does long range plAnning
- Maintains property, equipment
- Publicizes the program and recruits children

2. The Group Leader or Program Coordinator
   - Relates to and interacts with children in the program
   - Plans and implements the program with the director and other staff
   - Relates to parents directly and on a day-to-day basis
   - Supervises assistants and volunteers
   - Has direct responsibility of safety, welfare, and guidance of the children
   - Has responsbility of availability, condition and cleanliness of equipment and materials
   - Interprets program to the community along with the director
   - Complies with regulatory requirements
   - Enforces center policies, procedures and philosophy
   - Assists staff in professional growth

- Attends staff meetings and insures staff will attend

3. Program Assistant or Assistant Leader
   - Assists the program coordinator in planning and implementing the program
   - Has direct responsibility for the safety, welfare and guidance of the children
   - May supervise children with assistance
   - Attends staff meetings and training
4. Volunteer
   - Has responsibility for a specific activity or event
   - Is under the direct supervision of either the program coordinator or assistant coordinator
   - Must be aware of safety, welfare and guidance of children according to the center policies, procedures and philosophy
   - Must attend required training sessions
   - Must abide by decisions of coordinator and/or assistant
   - Must have an opportunity to discuss experiences with supervisor
   - Must have a regular schedule which they will work
5. Substitutes
   - Must be available to work on a short notice
   - Must assume responsibilities of at least the assistant teacher
   - Must attend required training
   - Must assume responsibility when on the job
   - Must have contact with the program so that some knowledge of the children is obtained

Staff Development

A quality program begins with a complete orientation into the philosophy and goals of that particular program. It is assumed that these philosophy and goals have been developed in the initial planning process and they were made clear in the hiring process. During the initial staff orientation, this is the best place to start with these. With the philosophy and goals as the foundation of the program, curriculum and environment planning can begin. Also, a clear understanding of personnel policies and program policies should be made in this opening orientation. Often the initial orientation and planning sessions take more than one session.

On-going planning sessions are critical to the development and running of a quality program. This allows for adequate planning, discussion of problems and concerns, and training for improvement of skills and knowledge. The presence of on-going training is a vital part of staff development and should be carefully planned by the director with input from the staff as to their perceived needs. Some staff training should be provided by the program. Below is a list of possible opportunities that can help staff improve and grow professionally.

1. Classes at local colleges and universities
2. Classes, workshops, and seminars offered by community agencies. These agencies could include the public school system, non-profit agencies and private businesses
3. Subscription to professional publications
4. Sites of other school-age programs
5. Use of local libraries with collections related to children
6. Informal meetings with other school-age caregivers

Staff Evaluation

No matter the job, each person is deserving of positive feedback on their performance. This evaluation should be based upon the initial job description which the employee is given when hired. New employees should be evaluated soon after they start work to assure that they are doing the job assigned and understand all of their responsibilities. Evaluations are usually carried out by the worker's immediate supervisor and then reviewed by that person's supervisor. The tone of the evaluation should be positive, citing areas of strength and growth. Areas of improvement should follow with guides as to ways of improving. The evaluation should be done between the worker and supervisor and should be held in confidence by the supervisor. Written copies should be given to the worker and a copy should be kept in a personnel file which can be reviewed by the worker upon request.

If a worker is not performing their job as expected, the supervisor must document, in writing, the reason for poor performance with tangible documentation. It is best to give an employee a warning and possible trial period to improve their performance after a negative evaluation. If at any time, a supervisor feels that a child's safety and welfare is in jeopardy, they must take immediate action to remove the person who is a threat to the children. It is best to confer with supervisors and/or boards, when applicable, as soon as possible over your concern. It is also best to write these evaluation procedures in the personnel policy book that each program should develop. The use of an existing personnel policy handbook from the umbrella organization can also be implemented.

Group evaluations of the entire program can also be held. Often this is done informally at each staff meeting when problems or concerns are discussed. Periodically, written evaluations should cover the total program and include evaluation of curriculum, policies and procedures. It is also best to ask for parental feedback in the form of informal evaluations along with responses to a written questionnaire once or twice a year.

Personnel Policies and Procedures

As was stated above, it is important to develop personnel policies and statements to make clear the responsibilities and guidelines of the staff. Many problems can be alleviated and existing problems handled smoothly when these policies are clearly written. If there is an umbrella or sponsoring agency, there should be a personnel policy handbook. If there are additional issues related to the school-age program, an addendum can be added and can be cleared through the proper administrative channel. The employees of the school-age program should receive the personnel policies at orientation. If there has been a separate organization created for the new school-age program, a personnel policy handbook should be developed before hiring staff. The contents should be reviewed by the board of directors. If there is concern over the legality of the contents, you can contact a community lawyer. Borrowing personnel policies of another agency within the community may serve as a guide. Below is a list of the major areas which should be addressed within the personnel handbook.

1. Philosophy statement about the program
2. Basic job descriptions and expectations
3. Salary plan and description of fringe benefits

4. Attendance and leave policy
5. Policies for discipline and appeal procedures
6. Employee evaluation
7. Process for the method by which the policies were set up and the method for amendment
8. Miscellaneous

   This section should cover the terms of temporary employee status, probation, and substitute teacher. (Also included should be a statement that the organization is an equal opportunity employer, how vacancies are filled and the process for resigning and retiring).

A Note on Salaries and Compensation

This manual does not wish to specify what programs should pay their staff. It does wish to make a plea for the importance of compensating qualified workers for a job well done. The care of children is critical to our society and communities. For too long child care workers, no matter how qualified and experienced, have often started at minimum wage. It is hoped that every effort will be made to give qualified workers proper compensation for their abilities. This compensation not only includes salary but also benefits which include sick leave time and vacation time. A loyal, hard working employee is valuable to the program and every effort should be made to keep them by increasing salary and benefits. Hopefully these issues can be addressed in the personnel policy. There is no more important asset to the program than the person(s) caring for the children. It will be difficult to attract qualified people and keep them if salary and fringe

benefits issues are not appropriately addressed. Outside resources such as fund raising and grant supplements may need to be pursued if reasonable fees to parents and families is to be maintained. It is the challenge of child care - making it affordable yet of the highest quality possible. The people who work in the program are the key to high quality.

Budget

We can have many wonderful ideas about serving children and families and the communities in which we live, but if there is not an adequate amount of money, the task will not get done. Earlier in the manual the importance of start-up funding was addressed. Once the program is going and children are enrolled, fees should begin to cover the costs or most of the costs of the program. In some instances, the program may be totally covered by grant money and fees. The important concept is that no matter where the money comes from, the way it is managed is crucial to maintaining the program. Gwen Morgan, a leader in the training of personnel in child care, states in her book, Managing the Day Care Dollar (1984, p. 13), that budget is policy. The way money is divided into the line items and the decisions made about its use determine what will happen within the program and where the emphasis lies.

The director is an important person in developing and managing the budget. The director has the primary job of overseeing that the budget is drawn up wisely and that monies are spent accordingly. The budget may be approved by a board or financial committee, or an owner. The budget may be maintained by a treasurer or bookkeeper, but the director or co-ordinator of the program is still the key person in developing and

maintaining the budget. If there is a problem, this person needs to find it early so something may be done. The procedures involved with the budget are critical to staying within its guidelines. These procedures include the manner in which staff work time is reported. It includes the way in which supplies and materials are bought and used in the program. It involves the process of buying food for snacks and lunches if they are served in the summertime. Procedures for handling these areas should be specified and clear for all personnel to understand and follow.

There are two major parts to a budget. There is the income side, which documents all the sources of expected income, and there is the expenditure side, which documents all the expected expenses for the year. When figuring fees, you must take into account what you think is reasonable for parents in your community to pay. A guide is to figure 10% of a families' income for child care. You can then compute the percentage of time children spend in school-age child care versus full-day care to get a good idea of what parents should pay in your community. If you run a summer program, use the fee for full-day care. Some families can pay more and some can pay less. You need to do some research in your community to determine the best figure to use. If the fee is too high, families will not use the program. Next, figure the number of children the program can handle. To anticipate income accurately, do not figure on 100% enrollment all year around. New programs are recommended to use 80% of anticipated enrollment as a figure to use in estimating income from fees at the start. If you feel there are too many children in your community who need care but cannot afford it, full or partial scholarships may be necessary. Check

resource analysis for possible places to seek help.

In school-age child care, figuring income can be difficult because of the variety of use by families. Some families want only mornings, some want only afternoons. If the program gives them too many options, income computation becomes difficult. To figure income, it is critial to decide the hours of operation, the program components, the days you will be open and the days you will be closed. Another factor to remember is that when children leave the program, you may not be able to fill the vacant slot immediately, so income will be lost for a period of time. After several years of operation, programs can figure on a utilization rate of 90%. Remember, the more complicated you are about the program components, the less certain you can be about estimated income and the more difficult it will be to pay your bills.

Now you are ready to determine the expenditures. Below is a list of possible expenditures and issues you need to keep in mind when computing costs. Portions of this section were adapted from Managing the Day Care Dollars by Gwen Morgan (1982, p. 21-26).

1. Personnel

   a. Budget salaries for all personnel positions, determine if clerical staff must be paid or will be an in-kind match from a larger agency and determine the same for custodial staff. Work this out in an written agreement so there are no surprises at the end of the month.

   b. Budget substitute time for vacation, sick leave, work release for training and compensatory time

   c. Don't forget social security, unemployment payments and workman's compensation if it applies. Some of these payments you must make as an employer.

d. Decide on total benefits you will offer staff and for which you will pay

e. Decide on the benefits to be given to substitutes

2. Occupancy

a. Include rent or mortgage payments

b. Budget for maintenance of building and grounds

c. Budget for fuel, light and water

d. Budget for telephone rates

(If any of the above items are in-kind matches from a sponsoring agency, get this in writing. If not, negotiate a percentage of the rate and find out approximately what it will be for the year)

3. Supplies and Equipment

a. Budget for consummables, those items that will not last longer than a year

b. Include other supplies, such as kitchen and cleaning supplies

c. Budget for possible replacement within a five-year span

4. Contract Services

a. Budget for outside consultants such as speaker or training specialist

b. Include cost of training away from site

c. Include any memberships to professional organizations or publications

5. Other

a. Transportation costs, if any, which should include gas, oil, tires. Include the cost of the vehicle if not included in the start-up costs

b. Budget for insurance payments - watch for possible increase

c. Budget for cost of license, building approvals

d. Include a miscellaneous account for unanticipated costs (Some refer to this as an emergency line item.)

Once you have done both of these computations, the time comes to compare the two. If your program is like 99% of the other school-age programs, you will need to adjust on the side of income. If the figures are very far apart, you may have to look for other funding. Do not cut necessary items out of the budget and do not raise fees so high that it becomes unrealistic to get children. Remember, budget decisions determine policy.

The next step is to monitor and keep track of the budget. Be clear about where (line item) to put each expenditure. Keep a monthly analysis, even if the director needs to do this. It is easier to readjust a supply line item when it is slightly over in one month than to wait three months and have the entire supply budget gone four months from the end of the year.

Another important item to keep you eye on is cash flow. Cash flow means the actual money in the bank account to pay the bills. Cash flow varies according to the time of the month and the time of the year. Timing when fees are due can help you have the cash available to pay important bills such as insurance. If insurance is due at one time during the year, take some out each month to make sure the cash is there at the right time. If there is a bookkeeper who is going to keep books for the program, the bookkeeper can help you with these issues. Just remember, he or she just puts the numbers down; the director must still

look at the numbers and make sure that the budget is correct.

If help is needed, there are local offices of the Small Business Administration who, for a small fee, can help. Service Corps of Retired Executives (SCORE) is found in many communities and offers help for free. Local Chamber of Commerces often offer technical assistance and Business Assistance Centers at a local community college may also provide assistance. You may be able to find a local businessman to donate the service. You will be required by the board to submit periodic financial statements. Funding sources will do the same. Keep good records and use your budget to get the job done and the program will run smoothly. Forget the budget, and you can forget the program.

Program Policies and Procedures

Each program must write clear, concise policies and procedures for the program. The personnel policies should be clear and concise as well, but they are contained in a separate book from the program policies and procedures. The policies and procedures are developed by the board, committee members, advisory board, director and/or owner. A revison or change must be approved by the proper person(s) depending upon the legal structure selected.

The policies, even though school-age programs everywhere have many aspects in common, will vary somewhat from program to program. That is why it is best not to adopt word for word another program's policies. You may use them as a guide but there are unique aspects of each program. These may include: the particular philosophy and goals of that group, the community and families the program will serve and the policies of the sponsoring agency, if there is one. Other local conditions, such as weather and geography, can affect policy. Policies

and procedures need to reflect the real children and the real families in your program as well as the people working in the program. Guidelines directed toward meeting that objective are described in School-Age Child Care - An Action Manual (1982, p. 156-160) and are condensed below.

1. Develop and distribute the rules as soon as possible
2. Make the rules as simple and concise as possible
3. Procedures should be uniform and written to minimize problems
4. It is best to avoid subjective decision-making by others in policies - they should be clear in themselves
5. The program should have valid reasons for policies developed
6. Avoid changing rules and procedures
7. Develop a procedure for changing and modifying the policies and procedures when necessary

A copy of the policies and procedures should be made available to all board members, administrators, owners, employees and volunteers involved in the program. A parent handbook can be developed from the basic policies and procedures which addresses those areas that relate to parents along with their responsibilities and the program's responsibilities to them.

The following categories describe recommended sections to be included in the program policies and procedures.

1. Philosophy and Statement of Purpose

The philosophy and/or statement of purpose should introduce the policy and procedures manual as well as goals of the program. This should be included in the parents' handbook also. A general description of the program can also be included in this section.

2. Hours of Operation and Weekly Schedule

The hours of operation should be clear to all involved. You should have decided these earlier because they relate to hiring of staff and use of facility. The hours that staff are required to be present can also be part of the policies and procedures. Access to the facility and who has the responsibility to open and close should be listed. If parents leave children early or come late, a procedure to deal with this occurrence must be addressed. Will you assess a financial penalty if children are picked up late? How much? The daily schedule should also be included.

3. Facility Use

The areas of the facility, both indoors and outdoors, should be indicated. The use of existing equipment should also be addressed as well as a description of the way the equipment and facility is to be left at the end of the day.

4. Curriculum and Activities

A brief description of the type of curriculum used in the program as well as a list of possible activities should be outlined. A statement as to the way curriculum is developed is also important. More detailed information on curriculum planning and suggested activities follow in the section entitled "Activities".

5. Enrollment Procedures

General enrollment guidelines tell who is eligible to enroll (grades served), where (schools served), hours and fees, and a statement about non-discrimination. The enrollment process needs to be clear and simple yet still give all the information needed on children and their families. Needed information on children

should include the following:

a. A registration or enrollment form which includes a place for the child's name, address, phone, parents' name, address, work number, date of enrollment and information specific to the child.

b. Emergency care which indicates emergency contacts with parent or guardian, others outside of the immediate family, doctor and dentist. Permission to transport the child for emergency care is also required.

c. Health information is required. A list of the child's health history, immunizations and any information related to the child's welfare can be included. Current allergies and medications taken by the child should be included.

d. Medication forms are required if children are to be given medicine. The following is an exerpt from the New Mexico Day Care Regulations (1987, p. 60-61) concerning the administration of medication.

MEDICATION: Facilities must not give any medication without written permission from parents or guardians:

a. Facilites have the right to refuse to give any medications.

b. Medications when given to the children shall be in their original container with written instructions including the name of the child and medication, the dosage and the hours the medication is to be given.

c. When the medication is no longer needed, it shall be returned to parents or guardians or destroyed.

d. Medications requiring refrigeration shall be kept in a closed and identified container in the refrigerator.

e. All medications shall be inaccessible to children.

f. The facility shall keep a written record of all medications given to children on file for at least six (6) months.

g. A designated staff member shall be responsible for giving medication to children.

h. The facility shall keep a daily record of all medications given to children, which shall specify name of child, medication, dosage, hour the dosage was given, and signature of the designated staff giving the medication.

e. A fee contract indicating the program components, days and hours the child will attend and what is owed and when payment is due is necessary. The fee should be based upon enrollment and not actual attendance. It should be clear how fee payment is to be made to the program. The program will have difficulty surviving if every time a child is sick or goes on vacation, the family is not required to pay. It must be clear what will happen if payment does not occur at the time stated. Will you give a grace period? How long? What will happen then? Will you really enforce it? If a family is having a difficult time, what will be your procedure? If parents need to change their care arrangement and program components, state your policy. Many programs require written notice in advance to change program components or hours attended. Some programs allow a reduced fee for siblings.

f. Registration fees are often assessed to handle administrative and supply costs. These are usually non-refundable.

g. Release forms are critical to insure that children leave

the program only with the proper person. A list of the authorized people with their address and phone numbers should be on file. Parents should be aware that they must notify the program in writing if any of these authorized people change.

h. Permission forms should be issued for approval for impromptu walks or field trips. Separate field trip permission slips should be issued for each specific, extended off-site field trip. Permission slips must be signed if children will be filmed or photographed or tested for any purpose.

i. Each parent must recieve a copy of the parent handbook upon enrollment. Within the parent handbook should be listed the following information:

- Philosophy and purpose, statement of non-discrimination
- Curriculum and activities
- Staff and their roles
- Hours of operation and schedule
- Enrollment policies
- Fee policies
- Field trips and persmission slips
- Transportation
- Telephone numbers of the center and staff
- Medication policy
- Sickness policy
- Release policy
- Conferences and evaluation of program and staff
- Meals and/or snacks policies

- Appropriate dress
- Appropriate behavior and discipline policy
- Parent involvement
- Emergency school closing, late pick up, no pick up
- Suspected abuse and subsequent program procedures

6. Procedures Related to Money (The following is adapted from "School Age Day Care: Getting It Off the Ground," in Child Care Information Exchange, November, 1979.)

   a. The staff should be trained in the exact procedures as to the handling of money. If the staff is to receive the fees, a clear and safe procedure should be developed to insure the money is brought to the proper person as soon as possible.

   b. A system to document and duplicate payment receipts for parents as well as the program should be in place.

   c. Make sure that the collection process does not interfere with the staff's duty of caring for children.

   d. Money should be promptly deposited in the center's bank account.

   e. Procedures to pay for bills promptly should be developed.

   f. Develop procedures for withdrawal of money which safeguards against improper expenditure of funds.

   g. Develop a petty cash system that insures the money is kept in a safe place and that there is clear accounting of where the funds went.

   h. Develop an accounting system that allows for the following:

- Easy application of budget information for preparing tax forms, grant claims vouchers, monitoring reports and annual budgets
- Records of center's assets and liabilities
- Written schedule of reports and tax payments due to public and private agencies
- Checking account balances reconciled monthly
- Trial balance prepared monthly
- Cash flow report periodically prepared and analyzed
- Financial status report comparing current income and expenditures against the projected budget prepared and analyzed on a monthly basis
- Methods to identify financial problems in cash flow

7. Program Procedures

a. Attendance procedures are required primarily to insure the safety of children. If a child is supposed to be present and does not show up after daily attendance has been taken, immediate action must be taken. Parent or guardians should be called to account for the child. Attendance records also help in fee analysis requests for funding, maintenance of ratios, staffing patterns and supply purchase.

b. An accurate record of children which use transportation must be kept. The program which decides if it will transport children to and from school should take the necessary liability requirements. Policies then must be developed which relate to conduct on the van or bus and what is to be done if these procedures are not followed. A careful record of which

children are to ride and which may be walking needs to be kept.

c. In a program in which children check in at the program center and then attend other activities in the area, such as soccer practice or a scout meeting, a reliable system of accountability needs to be developed. This system needs to be simple enough for children to follow but reliable enough to account for all children and where they are at a given time.

d. There should be reliable program "sign-in" and "sign-out" forms for children when they come into the program and when they leave to go home. This differs from #C above in that the provider is releasing the child from the program entirely. Staff must check the identity of the person who is taking the child. Sometimes children are allowed to walk home alone. Accurate records of all of these arrangements must be kept. Children must understand that they need to communicate with the people in charge of the program before they leave.

e. A communication log, especially in a large program, is helpful. If staff change shifts, it is a good way to let a new staff person know about a problem or concern with a child. Even though staff members may communicate verbally, sometimes important bits of information are forgotten and writing them down can be helpful.

f. A procedure for accident reports should be developed. Basic first aid and CPR (cardio-pulmonary resuscitation) classes are recommended for all staff and may even be required for persons working with children. Clear procedures on what injuries to

treat and what injuries need immediate parental notification should be outlined. Even if parents are not initially informed of an injury, they should be told when they pick up the child. An accident form should document most injuries, even small ones. The New Mexico State Day Care regulations state that the only substance that can be put on a cut or wound is soap, water and a dressing. A good practice is in every head injury, no matter how small, call the parent or guardian immediately.

g. There should be a plan for emergencies and this plan should be posted for all to see. Fire drills and drills in geographic areas where weather can be life threatening require practice by children. Procedures of what to do in a variety of emergency situations should be reviewed with staff.

h. Because of concern over child abuse and the requirement by law to report possible cases of child abuse, each school-age program should develop a procedure when abuse is suspected. A staff training in signs of possbile abuse is advised as well as communciation with parents as to the procedures followed in suspected abuse is advised.

i. A procedure and schedule as to parental conferences should be developed. These conferences may be as needed or set for specific times of the year for all children enrolled in the program. Conferences can help staff deal with negative behavior on the part of the child or behavior which may indicate possible family problems which are adversely affecting the child.

j. Evaluation forms and procedures should be developed to allow parents, in an anonymous way, to evaluate and make suggestions about the school-age program.

k. Procedures regarding a sick child should be outlined. Guidelines as to what constitutes sickness can help staff as well as parents understand when children should not be in the program. Children should be isolated as reasonably as possible until parents or a guardian can arrive to take the child home or to the doctor. Some signs of illnes to watch for are:

- A fever of 100 degrees or greater
- Persistent vomiting and/or diarrhea
- Uncontrollable or persistent cough
- A rash over a large portion of the body
- Appearance of acute illness or complaint of severe pain

l. Clear guidelines relating to discipline should be outlined by the program. These should be written and agreed upon by board, administration and staff. Under no circumstances should a child ever receive physical punishment, verbal abuse, public humiliation, deprivation of food or toilet privileges, or any way be placed in physical or emotional jeopardy.

m. Clear guidelines of what can be brought from home to the program should be outlined. Children often want to bring toys and/or other favorite articles to the program and problems can develop. Programs which have clear guidelines can alleviate possible problems.

Program policies and procedures which are clearly and concisely spelled out help everyone understand the guidelines under which the program is operating. It makes the operations clear for everyone - staff, children and parents. It also helps to keep children safe and facilitates caregivers in their jobs of working with children and families. It is best to get staff input and to maintain an element of flexibility to the policies and procedures so that changes which work better and more effectively can be made quickly and easily.

Parental Involvement

A program for children can do the best job possible if there is good communication and work with parents. Programs for school-age children should find ways to communicate with parents on a regular basis. Handbooks are an important way to introduce the program to parents and help parents understand the way the program works. Newsletters can also tell parents what is happening in the program and what their child is doing while they are away. A parental bulletin board can also be helpful to let parents know what is happening in the program. It is suggested that parents be given opportunities to evaluate and make recommendations or suggestions about the program. Establishing good parental relations can alleviate many problems and makes it easier for caregivers to talk to parents when concerns arise.

There are a variety of ways parents can participate in the program. Below is a list of ways in which parents can be involved in the program.

1. As board members
2. As resource people to share skills and knowledge

3. As helpers in extra events such as an talent night, carnivals or plays
4. At potluck dinners
5. At family camp weekends
6. At special training sessions for parents on discipline, nutrition, child development
7. At home visits if they can be arranged
8. At conferences with parents and children
9. As school-age representative to local Parent Teacher Organization

Larger programs often employ a parent involvement co-ordinator to work with families and help them in areas of need with local community resources. It is important to remember that school-age child caregivers work with families. Communication improves when parents and family members are made to feel comfortable and important to the overall program. Everyone is able to do a better job of helping children while feeling good about their role. Parents need child care in order to work and provide for their families. School-age child caregivers need the support and help of parents to care for children. Together they can be a team in this effort. Parent involvement is a vital and important part of the school-age child care program.

Evaluation

The process of evaluation is often overlooked within a program. It is a critical step in the planning process because it allows you to make adjustments in different areas of the program to insure a successful outcome. Often a program fails because evaluation was neglected and opportunities to make important changes were missed. You

need to incorporate evaluation techniques as you go along and not wait until the end to evaluate the program. Evaluation can be as simple as people taking time to discuss the success or problems of the program. An example would be that after the needs assessments have been conducted, the planning group could view the data to determine if they have a good enough indication of the need for a school-age program. Stopping and periodically considering what has been done thus far in the planning process is a good way to evaluate. Evaluation is a step to help you keep on track and re-adjust if necessary to accomplish program goals.

There are many ways to evaluate a program. Parents can give feed-back on the success of the program. In questionnaires, ask parents about their children's responses at home to the program. The atmosphere within the program can allow parents to communicate their ideas, concerns and suggestions. If the feeling is one of openness, you will be more likely to receive favorable feedback and ways to improve the program.

The staff also should periodically evaluate the program. This can be done within staff meetings on an on-going basis as well as at definite times set aside to conduct a complete program evaluation. Ways for staff to openly communicate their ideas and feelings about the program should be available. Criticism and suggestions need to be given in a positive way to facilitate improvement instead of hard feelings.

The governing organization should conduct periodic evaluations as well. This would come from a board, an owner, or the director of an umbrella organization. The evaluation should cover all aspects of the program and personnel from the actual day-to-day delivery of the program to financial issues and general policies of the program and how they are

being implemented. The program staff should be aware of this evaluation.

When evaluation is a natural part of any program, it becomes less intimidating and unsettling to staff. Evaluation should be viewed as part of the planning process to view those areas in which the program is doing well and those areas which need improvement. Evaluation can also point out specific ways to improve. The emphasis of evaluation should be on constructive ideas and not just finding fault. Staff should be a vital part of the evaluation process and have input into its form. Evaluation is not something that is done to people but something that is done with people to help improve in their job as well as improve the overall program.

References Cited

1. Baden, Ruth; Genser, Andrea; Levine, James; and Seligson, Michelle. School- Age Child Care: An Action Manual. Boston: Auburn House Publishing Company, 1982.

2. California Chid Care Initiatives. School-Age Child Care - Getting It Started in Your Community. California: California Child Care Resource and Referral Network. 1986.

3. Davidson County School-Age Day Care Task Force. Starting School-Age Day Care: What Are the Considerations?. Nashville: Davidson County School Age Day Care Task Force. 1978.

4. Hendon, Kay; Grace, John; Adams, Diane; and Strupp, Aurelia. The After School Day Care Handbook: How to Start an After School Program for School-age Children. Madison: Community Coordinated Child Care/ 4-C in Dane County, Inc. 1977.

5. Morgan, Gwen G. Managing the Day Care Dollar. Cambridge, MA: Steam Press. 1982.

6. Neugebauer, Roger. "School Age Day Care: Getting It Off the Ground." Child Care Information Exchange, November, 1979.

7. U. S. Bureau of the Census. After-School Care of the School-age Children: December 1984. U.S.G.P.O., 1987 (Series P-23, No. 149).

Introduction

The Community and the Program

Getting the Program off the Ground

Overall Program Planning

Day-to-Day Activities

Activities

Resources

DAY-TO-DAY PLANNING

This section in the planning process relates to the planning of the day-to-day activities in the school-age program. The mechanism for setting up the program has been developed. Policies and procedures for the program have all been developed. Staff has been hired and a site obtained. The next step is to develop the program which will be delivered directly to the children in the program on a daily basis. Now you are ready to plan with staff and possibly a program committee from the board for the program which will be delivered to the children. This section has been divided into the following sub-sections:

1. Changing families of today
2. The school-age child
3. Setting up the environment
4. Schedules and routines
5. Daily, weekly, monthly program planning
6. Guidance and discipline
7. Summer programs

Changing Families of Today

The American family of the eighties has changed in the last thirty years. Because the school-age program serves families and not just children, it is important for staff to understand the families in which the children are being raised. The family is a powerful unit in human development and the stability of a society rests upon the family unit. When we deal with children, we also deal with the joys, problems and influences from that family. The greatest change in the last thirty years has been the emergence of women into the work force and an

increase in the divorce rate. Even though we are seeing a leveling off of the divorce rate, projections indicate that even more women will be entering the work force in the future. Families have come to depend economically upon the women's salary and for many single parent families, the woman's income is critical to the survival of that family unit.

There has also been a change in the form of the family. As was stated above, the increase in divorce has caused an increase in the single parent family. Below is listed the variety in households found in America today:

1. Two bread-winner traditional families
2. Single parent families
3. Single bread-winner traditional families
4. Families of relatives
5. Families that live together for a time and share expenses
6. One-wage-earner traditional families
7. Childless or post-child rearing families
8. Joint living arrangements with other single, widowed, separated or divorced adults

As one can see, most children live in families that differ from what is often considered the traditional family. Recent record-keeping techniques and interest in families and human development has brought our attention to the diversity of the family.

It becomes apparent that when one works with children, one will work with families in an indirect way. Understanding the family of today is important in doing a good job helping children. In the opening section on the need for school-age child care, it was pointed out that

child care programs do not take the place of parents and families, they are supplements. The author does not advocate that caregivers pry into families and their problems. The author wishes to encourage caregivers to be aware that many children in their program come from families who are experiencing problems. The child may have difficulty relating to other children and may exhibit behavior problems which can tell us that there are problems in that family. We can then develop strategies to work with that child and maybe suggest resources to help the family. Our role is not to solve these problems, but work with children who may come from families experiencing difficulties. We must always work toward an element of support and respect for that family and for that matter all families. Understanding the diversity of families today will help achieve that aim.

The School-Age Child

If you are going to work with human beings in any setting, you need to know something about the people with whom you are working. In hiring the staff, one of the questions that should have been asked is: What do you know about the school-age child? Some people may have had courses in the development of school-age children and some may have had extensive experience with this age group. It is important that caregivers of this group have some understanding of these children and what their basic patterns of development are and what capabilities they possess and what skills they will be strengthening. The caregiver must also remember that children in the program may range in age from 5 years (kindergarten) to 13 or 14 (pre-adolescents). This section will give some brief statements about the overall development of the school-age

child and then a short description of the younger child and the older child. The author hopes that caregivers will explore further the development of the needs of the various ages of children the program will serve.

Erik Erikson developed the eight stages of man and stated that all men move through these stages throughout their lives. How a man or woman, starting at birth, moves through these stages determines the development of high self-esteem and prepares them to be participating and productive members of society. In the school-age years, children are working on the task of competency in completion of tasks. Erikson calls this the period of "industry versus inferiority." Thus the completion of projects takes on growing importance. Projects are serious business and correct playing of games grow in importance. The school-age child needs opportunities to experience this sense of industry and undertaking of projects and moving them to completion. The child also needs to learn the rules of games and be helped in the task of playing games by these rules.

Erickson also saw the school-age years as a time to develop a sense of competence. The child works toward competence and skills that show she can do a good job and complete a task with these newly acquired skills. School-age programs can allow for a variety of skill development both cognitively and physically. The actual activities planned should take this skill development in mind. School-age children are also developing skills in the social area of development. They are working at the true meaning of the word friends and what it means to compromise and care for another person outside of the immediate family. In the acquiring of skills, it must be remembered that mistakes are

made. Children need to have the freedom to make mistakes and learn from them and move on toward the task of acquiring that skill.

Finally, Erikson reported that strong efforts should be made to diminish the feelings of inferiority. Children should be made to feel good about themselves. By developing a sense of competence through the industry of completing a task is one way to do this. Many opportunities for children to be successful should be included in the curriculum and planning of a school-age program. Helping children to develop friendships that make them feel worthwhile is also critical. One must remember that many children come from families in which they are not made to feel good about themselves. The school-age program can be one place where children can develop high self esteem and positive self concept.

School-age children are changing physically. Growth slows during this period with the next burst of growth in early adolescence. The bones of the school-age child are soft and the skeletal system is flexible. Both small and large muscle growth is evident at this period. This enables a child at this age to do more in the way of physical activity and continue at an activity for longer periods of time. School-age children also exhibit a great abundance of energy. Younger children in the program may have difficulty keeping up with older school-age children and so changes and modifications in activities will need to be planned if young children are included in the program. Health improves during this period resulting in the fact that school-age children are sick less often than younger children. Girls at ten and eleven may move into preadolescence; boys will follow between the ages of thirteen and fourteen. Their size changes rapidly over a short

period of time. Hormonal changes are occurring which can create mood changes and interest in the opposite sex. Because many girls are still in school-age programs at age twelve, caregivers need to be aware of these changes in development.

Cognitively or intellectually, the school-age child is moving from one mode of thinking and viewing the world into another. Younger children below the age of six or seven need more concrete ways of learning. They have difficulty thinking in the abstract and need real experiences and examples in order to do something. As children near the age of seven, they are able to deal with the abstract idea or concept. Most children of this age still are curious and like to learn and explore. Channeling this curiousity and interest in constructive and productive ways is part of quality school-age programs. Because of interest in the task of industry, school-age children can learn and explore through the planning of work projects. The school-age child can also become fascinated in one particular subject and enjoy collections.

Socially, the school-age child is eager to become part of a group. The importance of friends grows from the early beginnings in the pre-school years. They want to be like their peers and become more conscious of their sex and what that role means in society. As children become older in the school-age years, their social skills become more sophisticated and thus equal social interractions between older school-age children and younger ones are not possible. Often older school-age children can be encouraged to assume a helping role with younger children in the program. The playing of games is very important in the school-age groups. It is important not only for cognitive reasons but also social ones. Learning to work together as a team and support each

other in play is a skill which takes most of the school-age years. Hurt feelings, social groupings and fights are all part of developing positive social skills just as are cooperative efforts and learning to be friends. Helping children to work through these problems and learn to accept each other in some positive way is part of the planning in a school-age program.

Emotional development is tied closely with the feelings of competences and self worth discussed earlier. Children can begin to regard themselves as worthy and strong if programs are designed for the success of children, and individual children are valued by caregivers as unique and important individuals. Younger children in the program are very self-centered. As they move through the school-age years, they will be better able to care for others and see another's point of view. This is because of the developing sense of self-worth and competence on the part of the school-age child and the development of more positive social skills. Learning to express feelings both postively and negatively in socially acceptable ways is also another important task of the school-age years. Caregivers should be able to help children express their feelings and communicate with others in positive ways. They need to be aware they are models for children.

Quality school-age programs must have at their core the meeting of the needs of this age child. If there are younger and older children, it would be helpful to learn more about the development of the preschool child as well as the adolescent. The school-age years are a period when the child brings together the skills he acquired during the preschool years. The child is preparing himself for the years that lie ahead - the adolescent years. The most central issue is that of self-concept.

Caregivers and programs which foster good feelings about one's self can do nothing more important for that child and the community as a whole.

Setting Up the Environment

Because most school-age programs must share facilties with other programs, creating an inviting and appropriate environment is a challenge. The fundamental guide for the environment must be the developmental needs of the school-age child and how they can be met. An environment which does this has a combination of areas or interest centers for different activities to meet these needs. The environment should also be set up so that there is an element of choice on the part of the child for most of the period of time that they are in the program. Some activities will be done as a group but these should be kept at a minimum. Remembering back to developmental needs, we know that one of the primary tasks of this age is the development of initiative, the doing of things on one's own. Below is a list of areas which need to be included with the indoor and outdoor environment and what activities can occur in these areas.

1. Dramatic play area

   This area has materials which encourage dramatic play. Materials could be clothes, puppets, costumes, and art equipment. Music materials could be part of this area, too.

2. Block building and construction

   An area where children can build should be included. Materials could include large blocks, small blocks, scraps of wood and carpentry tools, cardboard boxes. Dramatic play and this area are usually placed near each other because the noise level in these areas is high.

3. Table activity area

This area would allow for food preparation and consumption and should contain comfortable, easily cleaned tables. This are can also be used for art activities and special projects. If possible, this area should be near a source of water.

4. Quiet area or areas within the room

Activities here would include reading, listening to quiet music on tape recording or through head phones, doing homework, and participating in quiet table games.

5. Open space indoors

This area would be used for indoor group games, large construction projects but not for random running or roughhousing.

6. Outdoor area

Open space for running and group games as well as quiet space outdoors for quiet activities involving smaller groups of children should be provided. An area of cement is a good idea for games such as hopscotch, four-square and jump rope.

7. Storage and display areas

An area for children to put their belongings and be able to keep them separate from other children's as well as an area to display finished projects and collections is a good idea. A parent bulletin board can also help to communicate to parents what is happening in the program.

When creating an environment in a facility, these tips adapted from Half a Childhood (1984, p. 78) can be helpful:

1. All furniture, including units used for storage, can be placed on wheels for easy movement around the room.
2. Cabinets can be used as room barriers, separating one area from another.
3. Storage units should be secured so that materials which belong to the program can be kept safe.
4. Children can help put materials up at the end of the day.
5. Movement should be free flowing from one area to another.
6. Children should be able to work and play in each area without bing bothered by traffic.

Once the areas have been set, the staff will want to focus on the materials in each area. Since children would be going home after school if they were able, the model to imitate within the environment should be the home. Children have been in a school setting all day and often in very structured environments and classrooms. A school-age program should not duplicate that setting. Work on personalizing as much in the room as possible. By setting up the environment into areas and arranging materials there in an organized way, this can encourage children in the program to work on their own.

Some programs may utilize a whole building for their activities. As was discussed earlier, children may check into a central location and then go to various rooms for activities or events. Some children may leave a central room and go to another room for ballet lessons or an organized baseball team outside. The facility may have a pool where children go for lessons or swim team. Another room may have scout troops. Some children may stay in the main area and never leave. In that case, that environment must have activities and experiences for

those children. All children may rotate to areas of their choice and have different schedules on different days. The site used and possible options found there will dictate the program to be developed.

Schedules and Routines

Because you will use the model of home as the direction when planning activities, the emphasis in the area of activities, schedules and routines will be easy, comfortable and low key. The school-age setting will require you to organize this in such a way because you are dealing with a group of children, maybe forty or fifty. A balance between enough control to have a quality program and guarantee children's safety and not so much control that the program looses the feeling of home should be maintained. The schedules of the time children spend in the care, the routines observed and the actual activities all go together to form the overall feeling and atmosphere within the program.

1. The Schedule

One of the primary issues in school-age planning is to plan for time spent in school-age care as a transition between home and school. When children first arrive, they come in a few at a time. Activities need to be set up so that children can get involved easily. A quality program does not wait for all the children to gather before activities begin or snack is served. Snacks can be set up so that children can come and get their food or even fix it themselves from materials available. Clean-up can be done and then they may go to be involved in one of the areas of their own choosing.

Some children may just want a time to sit quietly on the pillows in the quiet corner, while others may feel like starting homework. Some may want to go outside (with supervision). After everyone has come for the afternoon, it is a better time to introduce a group activity, go on a short field trip, work on a group project, or go outside as a group. Caregivers need to allow time for their own freedom to talk to individual children about a hard day, some exciting news or a family problem. That is why the room needs to be set up and ready for children well before they come into the room. Below is a suggested time schedule for both before and after-school care.

7:00-9:30 - Center opens and children arrive as parents drop them off. Breakfast is served in the program or in the cafeteria. Indoor activities of a quieter nature, such as finishing homework or visiting with friends, should be planned.

12:00 - Lunch in cafeteria for kindergarten children

12:30-3:00- Kindergarteners rest, wash, snack and engage in quiet indoor activity

2:00-3:00 - Children from different grades arrive after dismissal from school. They wash, have a snack and find an activity in which to engage. Time is allowed to visit caregiver and friends in quiet ways.

3:00-5:00 - Indoor and/or outdoor planned activities occur Some of this time may be spent in group organized activities and some in individual

activities. Swimming, a special program, a short field trip, a speaker - all could part of this time

5:00-6:00 - Indoor and outdoor clean-up occurs. Children prepare to go home. Activities that are quickly and easily cleaned up should be planned, such as reading a book, quiet games, small conversation groups

Below are some guidelines for caregivers to help them plan specific parts of the day which make up the routines. Routines give predictability and consistency to a day. It is something that children come to depend on and add stability to their lives.

2. Arrivals and Departures

You have already developed a procedure for children to check into and out of the center. What is your procedure for greeting and good-byes for the children? Hellos and good-byes are important. It sets the tone for what follows. Your greeting or send-off can show children that you really care about them and are glad that they are here today and hope that the day goes well for them. You are taking the place of the parent until that parent can greet that child in the late afternoon or evening and you represent that parent as you send that child off for their day. You are in the role of family to that child, not school, even though your program is run in and/or by a school. Each caregiver needs to think of a way in which they are comfortable sending children off on the rest of their day and greeting them after that day is finished.

3. Rest

The amount of rest planned for children in your program will vary according to age, types of activity, weather and energy level. If there are young children in the program, you may need to have a place for each child to lie down on a mat and for some to even sleep. These mats must be covered with a washable surface or covering that are cleaned on a regular basis. Each child must have his/her own mat. For older children, rest time may be a quiet time for reading, listening to a story or book that is read over a period of time, playing a quiet game or sitting in a corner on a soft pillow. Children need this time after initially entering the program and having a snack. The attitude and mannerisms of the staff will set the tone for a relaxed atmosphere that will help to facilitate rest. The amount of required rest will probably vary with the group. Staff can determine if 15 or 30 minutes is best.

4. Food time

Some programs will serve breakfast and lunch to children (kindergarten age), although most programs will serve only a snack. The atmosphere surrounding the serving of meals is important. Because the model for your program is home, a relaxed feeling is best. When meals or snacks are served, children can help set the table, serve the food and even do some food preparation. Staff should sit with the children. Food service needs to be served family style, with each child serving themselves. If children eat in the cafeteria, this may not be possible, however, the school-age group can sit together with their leaders. Some-

times a picnic can be planned. Birthdays and special occasions can be observed with special food or group recognition of the special person. The serving of snacks can vary. Sometimes children may all sit together; other times children may serve themselves and eat in small groups. Food activities can be planned to allow children to have more of a part in preparing the food. Some ideas on food activities and nutrition are examined in the activities section.

5. Clean-up

Children need to be included in clean-up. The environment can be arranged to insure easy replacement of materials. This makes it easier for children to clean-up after themselves. Older children can help younger ones if the clean-up job is particularly difficult. If an attitude that says "this is our program, our space and we need to keep it clean" is fostered, clean-up will occur with few hitches. If a particular child has difficulty in cleaning up, staff will need to work with the individual child to help him or her in fulfilling the clean-up job. Allowing for flexibility and giving recognition for efforts can go a long way to helping this child.

6. Grooming and Personal Habits

Children who come to a program before school often have not had the time to finish getting ready for school. Grooming, such as hair brushing or face washing, may not have occurred. Staff can have grooming supplies such as combs, soap, hand cream and wash clothes on hand. Remember only one child can use a specific wash cloth or comb at a time and then it must be cleaned. After

school, hands need to be washed well and maybe faces, too. Your message to children is that you care about them and you help them care about themselves.

7. Integrating with the School Day

We have already talked about arrivals and departures in the school-age program. Staff needs to be aware that for many children, the school day holds difficulties and problems. These may include problems with a teacher or a particular subject. It may be general behavior problems throughout the school day. Difficulties await many children on the playground and among friends. Some problems may require a conference between parents and the school. It is best to consult with school personnel about specific children only after you have the consent of the parents. Allowing for time to talk with children individually can be helpful to work with possible school problems. You may also wish to communicate these problems to parents at the end of the day in as confidential a manner as possible.

Daily, Weekly, and Monthly Curriculum Planning

Planning for what will occur each day in the program involves all of the staff. Because you have determined the daily schedule, you have an idea of the time frame you will be using for daily planning. You also need to know which children you are serving, their ages and something about their families. You have your site and room environment so you know the space limitations in which you will be working. Your budget is set so you know the approximate amount of money you have for supplies and materials. Your liability insurance coverage will tell you

if you can take field trips away from the site. Planning the day-to-day activities for the program will be an ongoing process. You will need the program philosophy and goals which were developed in the initial planning session. These goals will direct you in the priorities which you have set for all the program functions. These goals are reflected in your policy and procedures, schedules and routines, discipline, parent involvement, in your coordination with other community agencies and resources and now with the day-to-day planning.

Most curriculum planning goes from the broad to the specific. The broad are the program goals and objectives which are developed from the overall program philosophy. These program goals and objectives are then used to determine certain concepts and skills which will be pursued through the curriculum. Through these concepts and anticipated skills, the staff plans experiences and activities to help children fulfill the overall program goals and objectives. Below is an example of a program goal and a resulting objective from that goal. There can be more than one objective to fulfill a program goal.

1. Program goals

   The school-age program will facilitate children's socialization process and the development of positive social skills important to this process.

2. Program objectives

   At the completion of the program, children will be able to:

   1. Cooperate with others
   2. Work as leaders as well as followers
   3. Share materials and take turns

4. Recognize his/her own rights and respect the rights of others

Staff can now take the individual objectives and begin to plan. They can develop concepts and skills from these objectives which they will then translate into activities and experiences. If a program objective is to help children socially by learning to cooperate, concepts would include the following: taking turns, equality, learning about developing friendships, and sharing work. The staff would then select a concept, determine how many days they would plan to cover that concept and then select the activities, materials and experiences to get that concept across and thus fulfill the objective and finally program goals.

The concept of cooperation might be planned for three days. Activities could include working on a puppet show which would involve writing the play, making the puppets and stage and presenting the show. In outdoor or large group games, games that require students to work together would also reinforce the concept of cooperation. The staff might discuss the topic of cooperation with the group at large and ask for comments or questions about what it means to cooperate. In other words, as much of the materials, experiences and activities should be geared to the concept and skill development for the day or week. This does not mean you remove materials that do not relate to the topic; it means you look for materials to add to the areas to reinforce the concept. All of the concepts and skills can go together to form a unit with the program objectives. Units can take a few weeks to an entire month. The next page shows an example of a planning sheet that could be used for planning using goals, objectives and concepts.

SUGGESTED PLANNING SHEET

1. PROGRAM GOAL -

2. PROGRAM OBJECTIVE -

3. CONCEPTS AND SKILLS TO BE COVERED -

	Day #1	Day #2	Day #3
Materials for areas	(list concept & skills here)	(list concept & skills here)	(list concept & skills here)
- Construction			
- Dramatic play and music			
- Art and project work			
- Quiet			
- Outdoor			
Activities			
- Group time			
- Outdoor time			
- Art and project work			
- Dramatic play and music			

List activities, projects, equipment in these boxes.

The staff will do some initial planning before the program starts. Although the staff still has primary responsibility for planning, it is a good idea to have input from the children and parents. At the beginning of the program year, an interest form can be sent home for children to indicate their interests. Parents can state some of their expectations from the program in the way of curriculum and list their own skills that might be utilized by the program. They may know someone who can help or have a great idea for a program. Children can have a opportunity to do some planning themselves. Allowing them to plan a program for their parents or a party for a holiday helps them develop these skills (the concept for the week could be planning) and it also makes your job easier.

Good resources are vital in the planning process. If the program has resources, use them. If there is money in the budget to buy resources, locate them and ask that they be bought. The last section of this manual is a list of written resources which can be bought or ordered from several sources. Go to local libraries, publications, teacher resources and local community colleges for materials on planning curriculum for school-age children. Ideas can be found in art books, recreation books, physical education and even school curriculum books. Remember - you are not a school classroom, you are a school-age child care program. To facilitate planning, in-service training becomes important. Outside people can bring in new ideas and new ways of doing things. Visit other school-age programs for ideas. Curriculum planning can become boring and tedious unless you and the rest of the staff endeavor to make it interesting for yourselves as well as the children.

The important thing is to allow planning time on the curriculum. Below is a list of reasons why curriculum planning will help you build a high quality program.

1. You will fulfill the program goals.
2. You will meet the developmental needs of school-age children.
3. You can better meet the needs of individual children.
4. You are organized.
5. Children will exhibit more self-control and become self-directed because activities are well planned and laid out for them.
6. Planning helps you better meet the special needs of school-age children to develop initiative and a sense of competence.
7. Adults can see their appropriate place with children.
8. You will be better able to complement the school instead of trying to take its place.
9. You can involve children in the community.
10. Parents will feel more secure and confident in the program because you are planning and meeting the needs of their children.
11. The program will be more likely to provide high quality care.
12. You have a better chance of staying within the budget.
13. You will enjoy your job more because you are organized.

Guidance and Discipline

When working with children, it is important to understand your role as an adult in the lives of children. You are an important socializing agent in the child's life. The parents or primary care-

givers are the primary socializers. People who care for children in child-care settings become secondary socializing agents. One of the roles of a socializing agent with children is to guide them in behavior that is acceptable in the society in which they live. Guidance means to direct or lead a child down a certain path of behaving. Discipline becomes needed when children exhibit behavior which is unacceptable and disrupts the group as a whole. It is vital that adults who are guiding and disciplining children understand that the types of discipline techniques they use will determine the path down which children will go. If physical punishment is used, children often grow up to be physically abusing adults themselves. If adults criticize children for unacceptable behavior, they can destroy self-esteem and the child may develop a poor self-concept.

Adults who are in guidance and discipline roles with chidren need to develop good perceptual skills. Before one can guide or discipline, there needs to be a clear understanding of what is really going on with the child. Good observation skills become important to be able to accurately assess children's behavior. Understanding what motivates children's undesirable behavior can help in making accurate judgements about what to do to change or modify the unacceptable behavior. Adults also need to have a wide range of techniques to use in disciplining children. Being fair and reasonable is critical when working with children.

Understanding why children exhibit undesirable behavior is the first step in guidance and discipline. Below are some reasons why children may misbehave. There may be other reasons besides those listed. Understanding the reasons gives the adult direction in deciding

which techniques to use with the child.

1. The child does not know any other way to behave and does not understand that the behavior is unacceptable.
2. The child is seeking attention.
3. The child is sick, tired or hungry.
4. The child wants something such as a turn with a toy, a certain piece of equipment or a chance to play and uses undesirable behavior to get what they want.
5. The child is modeling behavior exhibited by adults or children at home, in school or even by you.
6. The child has low self-esteem and manifests this with either withdrawn or aggressive behavior.
7. The child is bored. There is not enough to do or the activities which you have planned are too difficult.
8. The environment is arranged in a confusing way or in a manner that invites conflict.
9. The child wants power or control over others, including you.
10. The child is jealous of other children in the group.
11. There are problems at home or a change in the family. This can range from a new baby, divorce of parents, a change in jobs for parents, loss of job, alcoholism or even sexual abuse of the child or someone else in the family.

Techniques to use in dealing with undesirable behavior may include:

1. Watch what you model and what you allow to be modeled in the group setting. This is known as modeling. Children imitate what they see.

2. Use your tone of voice and mannerisms to show that your are in charge. This should not be threatening but firm as well as nurturing and reassuring.
3. Use as much positive reinforcement of desired behavior as possible, including both individual children and the group as a whole.
4. Check your environment and make sure that it is set up in a way that encourages cooperative behavior.
5. Plan carefully to meet the developmental needs of the children in your program with materials used and the activities planned.
6. Give choices whenever possible.
7. Set logical consequences of behavior and follow through.
8. Time should be given to gain control of one's self, not punishment.
9. Give reasons for what you want children to do or stop doing.
10. Be consistent with your demands.
11. Allow children to help develop rules for the group.
12. Follow through with the consequences for unacceptable actions.
13. Be reasonable and fair in what you ask of children; remember you are the adult.

Special Problems of School-Age Children

Just as the development of school-age children is different from the preschool child, so are some of the problems encountered. It is important for staff to recognize possible problems with which they may have to deal. Knowing the social service and counseling resources in

your community will be helpful in dealing with some of the problems. The director is the first person with whom to consult to determine the appropriate action to be taken. Below is a list of possible problems you may encounter when you work with school-age children:

1. Abused Children

   Children within your group may be sexually, physically or emotionally abused or may suffer from severe neglect. Knowing what to look for is important and then establishing procedures to follow is required (These procedures were discussed in the section on policies and procedures). The law requires that you report any suspicion of abuse in the above categories to the local Department of Human Services. The director should be made aware of any suspicion of abuse immediately and complete documentation should be kept. Ask your local Child Abuse Council or one in a nearby community for training and information in this area.

2. Alcohol and Drug Use

   Many children start using alcohol and drugs in the elementary years. Knowing what to identify and how to handle these problems is important. Local departments of juvenile justice or juvenile division within the police department can help you with training and information in this area.

3. Obesity

   Many school-age children are overweight and do not have eating habits which provide nourishing food for their bodies. Planning nutritious snacks is important to help

these children develop good eating habits. A well-balanced program in physical activity will give many children an opportunity to burn excessive calories as well as stregthen muscles and large body growth.

4. Learning Difficulties

Children may come to your program with a variety of learning disabilities. Your program may decide to mainstream special needs children. An awareness of what these learning difficulties are and what possible limitations children might have will help you in planning. Local special education teachers could provide information and training if needed.

5. Behavior Problems

Many children today exhibit behaviors which are out of the realm of normal behavior patterns. There can be many reasons for this. Some may be physiological in nature while others may be due to family problems or even abuse. Some examples would be severe aggressive behavior toward other children, extreme hyperactivity or over activity, and extreme timidity. The director should be the first person to provide feedback and then a conference with a parent may be needed. You cannot let one child terrorize or do possible harm to other children in the program nor can you have an outside specialist come to evaluate the child without the parents' permission. Involving the director and parents to work together to help the child is the best solution.

Summer Programs

Many school programs will continue into the summer months. They do this mainly out of community need and support. The fee structure stays the same except the hours are expanded. Some parents will combine the school-age program with other arrangements so the planning must be done carefully to be assured of needed financial resources. New staff may need to be added to cover a day that starts at 7:00 am and ends at 6:00 pm. Most staff cannot work those hours all week and really should not for optimum care of children. The expansion of food service to include lunch should be explored. Many programs like to provide lunches because the quality of food can better be monitored. The Summer Food Service Program can be utilized or used cooperatively with another site. The Child Care Food Program may also be able to provide funds to help provide lunches for school-age children (The resources named above are listed in the last section of this manual).

One of the best program aspects of the summer time is the relaxed atmosphere and the time to spend in units of interest. Field trips become more feasible (if transportation and liability insurance allow) because of the expanded time. Special activities such as picnics, movies and trips to local swimming pools can become part of the week. Because there is no school, programs operated in public schools may not have to set up and dismantle equipment and materials each day. There is much more opportunity for outdoor activities and projects as well.

References Cited

1. Baden, Ruth; Genser, Andrea; Levine, James; and Seligson, Michelle. School- Age Child Care: An Action Manual. Boston: Auburn House Publishing Company. 1982.

2. Blau, Rosalie; Brady, Elizabeth H.; Bucher, Ida; Hiteshew, Betsy; Zavitkovsky, Ann; and Zavitkovsky, Docia. Activities for School-Age Child Care. Washington, D.C.: National Association for the Education of Young Children (NAEYC). 1977.

3. Cuddeback, C. and Richardson, Mary Jo. A Guide for Developing School-Age Child Care Programs. Minnesota Department of Education. 1987.

4. Erickson, Eric. Childhood and Society. New York: W. W. Norton and Company, Inc. 1963.

5. Hendon, Kay; Grace, John; Adams, Diane; and Strupp, Aurelia. The After School Day Care Handbook: How to Start an After School Program for School-age Children. Madison: Community Coordinated Child Care/4-C in Dane County, Inc. 1977.

6. Prescott, Elizabeth and Milich, Cynthia. School's Out! Group Day Care for the School-age Child. Pasadena: Pacific Oaks. 1974.

Introduction

The Community and the Program

Getting the Program off the Ground

Overall Program Planning

Day-to-Day Planning

Activities

Resources

ACTIVITIES

This section of the manual includes ideas for activities, experiences, equipment and suggestions to use in the day-to-day program. There are more possibilities for ideas than these and quality staff in child care are always looking for resources to add to their collection. Many programs will develop a file of ideas, books on games and craft ideas and provide in-service training in specific areas as needed. Individual staff members may develop their own file to take with them when they change jobs. It is recommended that staff always be looking for possible sources for ideas to add to the program. Below is a list of possible places one can find resources.

1. Books on games, arts and crafts, school-age programs, drama, music, dance, and physical activities in libraries (both public and school libraries), bookstores, friend's collections, and other agencies that provide similar programming. Most are willing to loan books for a short period of time.
2. Magazines of all kinds. Some are listed in the resource list in the last section. Don't hesitate to look in adult magazines and even some you might not believe have information on projects for school-age children. Many complicated projects can be scaled down for different developmental stages.
3. Visit other programs and talk to staff about what they offer in their programs.
4. Look for resource people, such as public school teachers, especially art, drama, music, and physical education teachers

to help you. Local artists and musicians often have excellent ideas.

5. Visit art galleries and craft shows to get ideas you can modify for school-age children.
6. Look around your own house for ideas, ask neighborhood children to tell you about favorite things they have made or done.
7. Attend local training for preschool children. You can expand simpler ideas used for these children to older children.

Nutrition and Food Preparation

Food preparation and learning about nutrition can provide opportunities for a variety of learning to occur. Children can use the senses to learn about food. Children can smell cabbage cooking, taste the sweetness of honey, taste the difference between spices and feel the texture of different foods.

The preparation of food requires children to develop eye-hand coordination as well as small muscles. They must learn what it means to work together as a team to prepare a meal or special snack. They learn the importance of planning and how to solve problems through the preparation of food. Children can be taught the basics of nutritional planning and what is meant by the four food groups.

There are many principles of science and mathematics to be learned through food preparation. Developing concepts of time and the length of time required to prepare and bake certain foods can be emphasized. Changes in matter can be observed such as the change of a watery egg to a solid omelet. Children must become familiar with measuring and

quantity to bake cookies and cakes. Children can also develop reading skills or improve existing skills in order to follow recipes. Younger children can utilize pictures to direct them in following recipes.

When planning and allowing children to prepare food, several issues need to be taken into consideration before planning. If there is no access to a kitchen to bake or cook what has been prepared, alternative methods must be found. Often an electric frying pan or portable oven can be used to cook some foods or bake cookies. Woks are also handy for stir-frying foods. One must take certain safety precautions when cooking with heated utensils in the school-age meeting room. A staff member should be present near the heated utensil at all times to insure that children will not accidentially hit or knock over the utensil. When preparing food, preparation services should be clean. Children's hands need to be washed with soap and water before food preparation. If a child has a cold or is getting over an illness, you may want to ask them to wait a few days before helping to prepare food. A plastic sheet or vinyl table cloth is good to cover surfaces where food preparation will take place. When knives are to be used, careful supervision must take place. Staff must also make good judgement about the age of children undertaking a preparation activity as well as the responsibility of certain children trying a task which requires special safety precautions.

Units on food can explore foods of different cultures as well as the customs of that country. Children in the group may want to share a unique food from their own families with the rest of the group. Children can learn to share with their friends and find ways to relate to each other through food.

Often children who are reluctant to try different foods will try a new food in a school-age program. The best policy is not to force a child to eat anything, but encourage him to try the dish. He or she may not on the first try, but eventually will give a food such as raw vegetables a try when a tasty dip is available.

Arts and Crafts

School-age programs have an opportunity to provide children extensive activities in the area of arts and crafts. Because many school systems have had to cut this area from the curriculum or limit the amount of time children spend in art classes, school-age programs can provide compensation in this area. A well-planned arts program need not cost a lot of money. Good planning, improvising and wise use of supplies and materials can yield extensive benefits to programs. Even though staff may not have had formal training in art or craft making, they can learn much from some of the resources listed at the beginning of this unit. Because younger school-age children are still interested in the process, they are not too disappointed if the product does not come out quite right. The finished product becomes more important as children grow through the school-age years.

As was mentioned in the section on environment, it is important to have an area in the room where children can work freely. You may have to rotate children through the arts and crafts area during the day or week to complete the project planned. Plan for more than one day to complete more complicated and detailed projects. Table tops and floors should be protected when extremely messy projects are scheduled. Supplies should be organized and within reach for children so that they

may get and return their own supplies as needed. Planning projects which allow children to explore media and their own ideas facilitate the creative process. There may be a general direction or idea, but it is best to avoid patterns or rigid dictates of a desired product. Sometimes staff can just place materials of a specific nature out for children to explore on their own.

There are many benefits to arts and crafts projects. Here are a few to consider:

1. Children enjoy arts and crafts. They enjoy the freedom and opportunity to be messy.
2. Children learn to follow step-by-step directions to complete a project.
3. Children can work together, help each other and share ideas.
4. Children feel a sense of accomplishment which relates closely to the development of the sense of initiative and industry.
5. Children develop new skills and may discover hidden talents and abilities.
6. Children are allowed to engage in activities they may not be able to explore at home or in school.
7. Children can make objects to share with others.
8. Children can learn something about the creative process and what it means to be a craftsman.
9. Children can learn to organize material to finish an idea or project.
10. Children develop feelings of self-worth and high esteem.

Active Play

Much of the way a child feels about him or herself comes from the way in which they feel about their bodies. Feeling good about one's body and being able to use it well helps to build a positive self-image and high self-esteem. A good physical development program provides children with many opportunities to grow and develop in many ways. Below are some benefits of a well organized physical development program.

1. Children can take safe risks with their bodies thorugh the appropriate use of equipment and engaging in games which require the use of the body.
2. Children can challenge themselves in trying something new with their bodies.
3. Children learn to work with others in a physical way to accomplish a specific task.
4. Children can maintain their weight if they tend to be over-weight.
5. Children can get into the habit of physical activity and have that activity become a part of their lives through its introduction in a school-age program.
6. Children can develop self-confidence and abilities to try more difficult physical activities and accomplishments.
7. Children can learn what it means to be both a leader and a follower while engaging in games or physical play.
8. Children can develop a sense of freedom at being able to move at will and in spontaneous play.

There are several important guidelines to follow when developing physical activities in school-age programs.

1. There must be ample space indoors and outdoors to safely and freely engage in the planned activity.
2. A clear understanding of the physical development of different age children will help staff plan what is appropriate for children in the area of physical activity.
3. Encouraging but not pushing children to try new physical tasks should be remembered.
4. Staff needs to encourage cooperative play, especially outdoors while minimizing aggressive play. Often children are hurt when aggressive play gets out of hand.
5. All staff should be well trained in basic first aid procedures in case accidents happen during the course of physical activity.
6. The program needs to have a place where little or no noise limits are placed on children. This usually can occur in the outdoor area. If indoor areas are near other groups, loud noisy activities should be limited to the outdoors.
7. Storage space should be adequate to protect the equipment used for physical activity. Items such as balls, jump ropes, hula hoops, inner tubes, mats, tetherball equipment, and large blocks should be protected from theft and the weather.
8. Outdoor areas should have a cement space for four-square, basketball, baseball or kick-ball, sandbox or sand play and bike racks. If the program does not have the funds to buy this equipment, ask for donations from civil groups.

Construction and Blocks

Even though these children are older, they still enjoy the opportunity to build and construct. All children should be included in this activity. A basic set of unit blocks are expensive but are worth the money. This may be something that a volunteer can make for the program. Remember to have them sand the blocks well to make sure that splinters are removed. Children can work together to create a structure which can be added onto and expanded during the day's work.

Other materials can be used in construction. Scrap wood and carpenter tools can be used to build structures. Cardboard as well as cardboard boxes can be used to construct climbing structures. These constructions can occur inside and outside. The benefits of construction include the following:

1. There are opportunities for children to create in construction projects. They can even paint a finished cardboard project.
2. Children can work together to complete a construction project.
3. Children learn aspects of space and materials as they build.
4. They can come to appreciate the beauty of space and balance.
5. Construction can facilitate imaginary play. Projects can include space ships, ships, houses, and caves under ground.

Dramatic Play and Props

The props which you provide in the dramatic play area allow children to use their imaginations and work together to create elaborate play ideas and games. Props are critical to getting started in this play. Props such as ballet costumes, space helmets and goggles, floppy hats, sombreros, and medical equipment all help children to embark on wonderful adventures. This is one reason it is recommended that

dramatic play and construction and block areas be located close to each other.

Children can engage in more formal dramatics. With your help or a resource person specializing in dramatics, short plays and dramatic presentations can occur. Children can either present an existing play, book or story or write their own. They can make scenery, design costumes and develop make-up. Materials which can be borrowed and scrounged are best. It is important to remember that the process is what is important and not necessarily the final performance. School-age children will care about the quality of the presentation, though, so it is important to keep it simple so the final effort will be successful. Children can present plays and dramatic efforts to each other as well as to outsiders. You do not need to have a grand affair for children to present and engage in dramatics. Some benefits of dramatic play for children are as follows:

1. Dramatic play encourages and uses the right side of the brain.
2. Working out issues of home can be facilitated through dramatic play.
3. Children work together to complete a project.
4. Learning opportunities occur when play material must be researched about a new idea, a new country and culture or a new experience.
5. Resource people in the community can be utilized.
6. Creative dramatics allow older school-age children opportunities to work and get involved in a special project and be challenged.

7. Children learn how to plan and carry through on a lengthy project.

Music and Dance

For many children, music is an important part of their lives. For others, their exposure to music will be limited. School-age care can provide many opportunities for children to listen to, create and react to different kinds of music. Children can listen to various types of music as they work. They can sing songs as a group or as a few singers and tape their singing on the center's recorder. They can take an existing melody and put new words to it or make up a new melody to existing words. Musical instruments can be used to create new music or make music as they listen to a record. These instruments can be brought and/or made. Children can express their feelings in movements while listening to music. They can listen to music created specifically for school-age children and sing along. Outside singers or musicians can visit and share their music with children. Children can incorporate their music within their dramatic play presentations. These are a few suggestions for use of music in school-age programming. Music needs to be incorporated on a regular basis, even daily. Even though you may not be the greatest singer, you can still provide muscial experiences for the children.

Dance is closely related to the utilization of music in the program. Many singing and music activities can incorporate dance. Children can move as music makes them feel. They can learn folk dances of different lands and people. They can sing folk songs. Outside resources may present dances for the group. Your program may even provide dance lessons on a regular basis for children in the program.

Music and dance can teach groups of children to work together to create a sound or movement themselves. They can plan a dance program to specific music, complete with props and costumes. Music allows children to use and maximize their left brain in learning and to learn to express themselves through this medium.

Science, Nature and Gardening

One of the previously mentioned advantages of school-age programs is to explore subjects that may be left unexplored at home or school. School-age children are especially excited about the way things work and what happens in the world. Many scientific principles and aspects of nature can be effectively explored in school-age programming. Units can be developed on a variety of subjects related to science and nature. Areas can be set up to cover materials and books on the subject. Art projects can be geared around a specific topic. Even music can relate to certain science and nature topics. Some ideas that may be incorporated include:

1. Machines - kinds and how they work
2. Seeds - different kinds, growing them, using them in art projects
3. Electricity - what is it, how it works, where we use it and how we get it; safety
4. Plants - parts of plants and their functions. Plant different types of plants, watch them grow, prepare their products to eat
5. Weather - temperature, wind, humidity, measuring it, seeing a film on weather, read a book about weather conditions
6. Animals of all kinds, shapes and sizes

References Cited

1. Blau, Rosalie; Brady, Elizabeth H.; Bucher, Ida; Hiteshew, Betsy; Zavitkovsky, Ann; and Zavitkovsky, Docia. Activities for School-Age Child Care. Washington, D.C.: National Association for the Education of Young Children (NAEYC). 1977.

2. Cuddeback, C. and Richardson, Mary Jo. A Guide for Developing School-Age Child Care Programs. Minnesota Department of Education, 1987.

3. Day Care for School Agers. (Publication #0957) Developmental Materials, Child Development Program 529-0. Austin, TX: Texas Department of Human Resources. 1977.

4. Prescott, Elizabeth and Milich, Cynthia. School's Out! Group Day Care for the School-age Child. Pasadena: Pacific Oaks, 1974.

5. Seuling, B. and Glasgow, Winnette. Fun With Crafts: Easy Things to Make. New York: Grosset and Dulap. 1977.

- ☑ Introduction
- ☑ The Community and the Program
- ☑ Getting the Program off the Ground
- ☑ Overall Program Planning
- ☑ Day-to-Day Planning
- ☑ Activities
- ☐ **Resources**

WRITTEN RESOURCES

Aikman, William. The Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs. ERIC-EECE, College of Education, University of Illinois, Urbana, IL 61801.

The After School Day Care Handbook. 4-C in Dane County, 3200 Monroe Street, Madison, WI 53711.

American Federation of Teachers. Task Force on Educational Issues. "Putting Early Childhood and Day Care Services into the Public Schools: The Position of the American Federation of Teachers and an Action Plan for Promoting It." Washington, D.C.: American Federation of Teachers, 1976.

Baden, Ruth; Genser, Andrea; Levine, James; and Seligson, Michelle. School-Age Child Care: An Action Manual. Boston: Auburn House Publishing Company, 1982.

Bender, Judith; Flatter, Charles; and Elder, Barbara. Half a Childhood; Time for School-Age Child Care. Nashville: School-Age Notes, 1984.

Bergstrom, Joan M. School's Out - Now What? Creative Choices for Your Child: Afternoons, Weekends, Vacations. Berkeley: Ten Speed Press, 1984. ED261779

Bergstrom, Joan and Dreher, Donna. The Evaluation of Existing Federal Interagency Day Care Requirements (FIDCR): Day Care for the School-Age Child. Washington, D.C.: DHEW, 1977. (ED 156 349).

Bibbins, Julia. Something to Do at Half-Past Two: How to Set Up and Maintain an After School Child Care Program Within a Community. Cambridge: Department of Human Service Programs, Community Schools Division, 1981.

Blau, Roalie; Brady, Elizabeth H.; Bucher, Ida; Hiteshew, Betsy; Zavitkovsky, Ann; and Zavitkovsky, Docia. Activities for School- Age Child Care. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1977.

Breitbart, Vicki. The Day Care Book: The Why, What, and How of Community Day Care. New York: Alfred A. Knopf, 1979.

Brown, Gayle. "Day Care for School-Agers, Parents and Day Care Staff." Austin, TX: Texas State Department of Human Resources, 1977.

Chaback, Elaine and Fortunato, Pat. The Official Kids' Survival Kit: How to Do Things on Your Own. Boston: Little, Brown and Company, 1981.

California Child Care Initiative. School-Age Child Care -- Getting It Started in Your Community. California: California Child Care Resource and Referral Network. 1986.

Children's Defense Fund. The Child Care Handbook: Needs, Programs, and Possibilities. Washington, D.C.: Children's Defense Fund, 1982.

Cohen, Abby J. School-Age Child Care: A Legal Manual for Public School Administrators. Wellesley, MA: Wellesley College Center for Research on Women, 1984.

Comfort, R. L. and Williams, C.D. The Child Care Catalog. Colorado: Libraries Unlimited, 1985.

Coolsen, Peter; Seligson, Michelle; and Garbarino, James. When School's Out and Nobody's Home. Chicago: National Committee for Prevention of Child Abuse, 1985.

Cramer, James F.; Lelker, Eleanor; and Lucas, Margaret. "Latch Key: Developing Child Care Programs Through Community Education." St. Louis Park, MN: Latch Key, 1977.

Cuddeback, C. and Richardson, Mary Jo. A Guide for Developing School- Age Child Care Programs. Minnesota Department of Education, 1987.

Davidson County School-Age Day Care Task Force. Starting School-Age Day Care: What Are the Considerations?. Nashville: Davidson County School Age Day Care Task Force, 1978.

Day Care for School Agers. (Publication #0957) Developmental Materials, Child Development Program 529-0. Austin, TX: Texas Department of Human Resources. 1977.

Day Care Council of America, Inc. How to Start a Day Care Center. Washington, D.C.: Day Care Council of America, Inc., 1981.

Day Care Personnel Management. Atlanta, GA: Child Care Support Center.

Devine-Hawkins, Patricia. School-Age Day Care Study. Prepared by Applied Management Science, Inc. for U.S. Department of Health and Human Services, Office of Human Development Services, Washington, D.C. 1983.

Flanagan, Joan. The Grass Roots Fundraising Book: How to Raise Money in Your Community. Chicago: The Swallow Press, 1977.

Fairfax County Office of Children. Tell Me How You Feel: Creating an Awareness of Emotions in a Day Care Center. Fairfax, VA: Fairfax County Office of Children, 1981.

Fairfax County Office of Children. All for One and One for All: Facilitating Positive Group Interaction in School-Age Child Care. Fairfax, VA: Fairfax County Office of Children, 1982.

Fairfax County Office of Children. Your Own Time: Individual Growth in a Group Setting. Fairfax, VA: Fairfax County Office of Children, 1982.

Fairfax County Office of Children. I am Special: Mainstreaming the Handicapped Child in a Day Care Environment. Fairfax, VA: Fairfax County Office of Children, 1982.

Fairfax County Office of Children. Fun for One: Facilitating Solitary Play. Fairfax, VA: Fairfax County Office of Children, 1981.

Galambos, Nancy and Garbarino, James. Identifying the Missing Links in the Study of Latchkey Children. Washington, D.C.: ERIC Document Reproduction Service, ED 222 273, 1982.

Gannett, Ellen. State Initiatives on School-Age Child Care. Wellesley, MA: School-Age Child Care Project, 1986.

Genser, Andrea and Baedon, Clifford (Eds). School-Age Child Care: Programs and Issues. ERIC-EECE, College of Education, University of Illinois, Urbana, IL.

Gross, Malvern and Warshauer, William. Financial and Accounting Guide for Nonprofit Organizations (3rd Edition). Somerset, NJ: John Wiley and Sons.

Hamilton, T.; Nichols, J; Weber, J; and Bowdakin, B. Process Manual: How to set up Latch Key Programs. Winnebago, IL: Winnebago High School, Department of Human and Family Resources.

Hedin, Diane. The Family's View of After-School Time. St. Paul, MN: University of Minnesota, Center for Youth Development and Research, 1986.

Hendon, Kay; Grace, John; Adams, Diane; and Strupp, Aurelia. The After School Day Care Handbook: How to Start an After School Program for School-Age Children. Madison: Community Coordinated Child Care/4-C in Dane County, Inc. 1977.

Hewes, Dorothy and Barbara Hartman. Early Childhood Education: A Work- book for Administrators. Palo Alto, CA: R and E Research Associates.

Hoffman, Gertrude. School-Age Child Care: A Primer for Building Comprehensive Child Care Services. Washington, D.C.: DHEW Publication No. (SRS)73-23006, 1972.

Klatt, Paulette and Heeter, Karla. Hand in Hand: Bringing Generations Together: A Guide to Intergenerational Programming. Monticello, MN: Authors, 1985.

Lefstein, Leah; Kerewsky, William; Medrich, Elliott A.; and Frank, Carol. 3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community. Chapel Hill, NC: Center for Early Adolescence, University of North Carolina, 1982.

Levine, James A. Day Care and the Public Schools. Newton, MA: EDC Distribution Center.

Lipsitz, Joan. Setting Policy for Young Adolescents in the After-School Hours. Chapel Hill, NC: Center for Early Adolescence, University of North Carolina, 1984.

Long, Lynette and Thomas. The Handbook for Latchkey Children and Their Parents. New York: Arbor House, 1983.

Long, Thomas. Working Parents, Schools, and Children in Self-Care. ERIC Document Reproduction Service, ED 238 552, 1983.

Long, Thomas and Lynette. Latchkey Children: The Child's View of Self- Care. Urbana: ERIC Document Reproduction Service ED 211 229, 1982.

Louis, Marigold and Seltzer, Michelle. Extended Day Programs. Brookline, MA: Brookline Public Schools, 1976.

Mills, Belen C. and Cooke, Elaine. "Extended Day Programs - A Place for the Latchkey Child". Early Childhood Development and Care, vol. 12, no. 2, September 1983.

Morgan, Gwen G. Managing the Day Care Dollar. Cambridge, MA: Steam Press, 1982.

Neugebauer, Roger. "School Age Day Care: Getting It Off the Ground." Child Care Information Exchange, November 1979.

New York State Council on Children and Families. School Age Child Care. 1986. (Technical Assistance Paper No. 3).

Nieting, Peggy L. "School Age Day Care: In Support of Developing and Learning." Childhood Education, vol. 60, no. 1, September/ October 1983.

Northeast Child Care Committee of the Greater Minneapolis Day Care Association. Parents' Rights/Children's Rights. Minneapolis, MN: Greater Minneapolis Day Care Association.

Parker, Barbara. "School Sponsored Day Care: A Great Idea That'll Make You a Hero." American School Board Journal, vol. 168, no. 10, October 1981.

Poe, Cate. Recommended Guidelines for After School Day Care. New Jersey: Bureau of Research, Department of Human Services, Division of Youth and Family Services, 1978.

Prescott, Elizabeth and Milich, Cynthia. School's Out! Group Day Care for the School-Age Child. Pasadena: Pacific Oaks, 1974.

Prescott, Elizabeth and Milich, Cynthia. School's Out! Family Day Care for the School-Age Child. Pasadena: Pacific Oaks, 1975.

Report: Latchkey Phase II: Statewide Needs Assessment. Las Cruces: New Mexico State University, Department of Home Economics, August 1987.

Reynolds, R. C. "What Research Has to Say About Latchkey Programs."

Robinson, B.; Rowland, B.; and Coleman, M. Latchkey Kids - Unlocking Doors for Children and Their Families. Mass: Lexington Books, 1986.

School-Age Child Care: Bibliography and Resource List. Wellesley, MA: Center for Research on Women, Wellesley College, 1983.

Seligson, M.; Gense, A.; Garrett, E.; and Gray, W. School-Age Child Care - a policy report. Mass: School-Age Child Care Project, 1983.

Sciarra, Dorothy June and Dorsey, Anne G. Developing and Administering a Child Care Center. Burlington, MA: Houghton Mifflin Company.

Stoneman, Dorothy (Ed). A Handbook for Day Care Board Members. New York, NY: Day Care Council of New York.

Strother, Deborah. "Latchkey Children: The Fastest Growing Special Interest Group in the Schools." Phi Delta Kappan, December 1984.

Texas Department of Human Resources. The Development of School-Age Day Care. Austin: Texas Department of Human Resources, 1980.

Travis, Nancy E. and Perreault, Joe. The Effective Day Care Director: A Discussion of the Role and Its Responsibilities. Atlanta, GA: Save the Children, 1981.

U.S. Bureau of the Census. After-School Care of School-Age Children: December 1984. U.S.G.P.O., 1987. (Series P-23, No. 149).

United States Congress. House Select Committee on Children, Youth and Families. Families and Child Care: Improving the Options. Washington, D.C., 1984.

U.S. Department of Health and Human Services. Day Care Administration. Washington, D.C.: Human Development Services.

U.S. Department of Health and Human Services. Serving School Age Children. Washington, D.C.: Office of Human Development Services.

U.S. Department of Defense, Military Child Care Project. Caring for School Age Children. Washington, D.C.: Department of Defense, 1982.

U.S. Department of Defense, Military Child Care Project. Creating Environments for School-Age Child Care. Washington, D.C.: U.S. Government Printing Office, 1982.

STATE OF NEW MEXICO
RESOURCES

I. Department of Human Services

1. Child Care Resource and Referrals (CCRR) - provides referrels to parents on child care. Also does limited training. Resource library is available for public use.

Child Care Resource and Referrals
Carino YWCA
P.O. Box 27748
Albuquerque, NM 87125

Roswell Child Care Resource and Referrals
P.O. Box 3038
Roswell, NM 88202

CCRR of Northern New Mexico
P.O. Box 6157
Coronado Station
Santa Fe, NM 87502

2. Title XX of the Social Security Act
New Mexico Human Services Department
Social Services Division Program Support
PERA Building
P.O. Box 2348
Santa Fe, NM 87504-2348

This program provides child care tuition assistance based on a sliding fee scale for families who are eligible.

3. Training Department
New Mexico Human Services Department
Child Care Training Conference
P. O. Box 2348
Santa Fe, NM 87504-2348

A yearly conference is sponsored by the state to provide training for child care providers. Check to see if any sessions are offered on school-age child care or areas to help in school-age child care programs.

II. Health and Environment Department

1. Child Care Food Program
Nutrition Section
Health and Environment Department
Health Services Division
P.O. Box 968
Santa Fe, NM 87504-0968

This program administers the Child Care Food Program funded through the U.S. Department of Agriculture. It reimburses schools and child care programs for food served to children. Training and technical assistance is offered.

2. Health and Environment Department
   Health Services Division
   Health Facilities and Occupational Licensing Bureau
   P.O. Box 968
   Santa Fe, NM 87504-0968

   This bureau is responsible for the issue and regulation of the New Mexico Regulations Governing Facilities Providing Day/Night Care to Children. They can answer all questions concerning state licensing and fingerprint regulations.

3. Nutrition and Education Training Program
   Nutrition Bureau
   Public Health Division
   Health and Environment Department
   P.O. Box 968
   Santa Fe, NM 87504-0968

   This program provides educational services and information on nutrition education. Resources are available for public use.

4. Summer Food Service Program
   Nutrition Bureau
   Public Health Division
   Health and Environment Department
   P.O. Box 968
   Santa Fe, NM 87504-0968

   This office can provide information on the summer lunch program offered at various sites throughout the state of New Mexico.

III. New Mexico Department of Education

1. Elementary/Secondary Education Unit
   300 Don Gaspar
   Santa Fe, NM 87501

   This unit deals with curriculum issues of the elementary and secondary schools throughout New Mexico. They often offer training that could be relevant to personnel in school-age programs.

2. Special Education Unit
   300 Don Gaspar
   Santa Fe, NM 87501

   This unit deals in curriculum issues related to special needs children in the schools throughout New Mexico. They offer training that could be relevant to personnel in school-age programs who may be mainstreaming special needs children.

3. Vocational, Technical and Adult Education Unit
   300 Don Gaspar
   Santa Fe, NM 87501

   This unit provides information on training and educational opportunities at the post-secondary level throughout the state of New Mexico in the area of child care. It also funds Business Assistance Centers at many post-secondary institutes. It could be a possible funding source for programs. Contact them for more information.

IV. Other

1. Cooperative Extension Service
   Box 3AE
   New Mexico State University
   Las Cruces, NM 88003

   This agency provides training and resources at local offices in each county in New Mexico.

2. Internal Revenue Service - Contact locally to determine taxes you must pay based upon your legal structure. Request information on tax-exempt.

3. Local Building, Zoning and Fire Departments - Each municipality has guidelines concerning facility use by the public. Programs must check with their local municipality to make sure the facility they plan to use abides by these guidelines and codes.

4. Local City Business License - You must acquire any business licenses required in local municipality.

5. New Mexico Association for Community Education Development
   P.O. Box 4368
   Albuquerque, NM 87196

   Provide training and assistance to community educational program operated through public schools.

6. Small Business Administration -- Offices are located throughout the state of New Mexico.

   Provides information on operating a business.

7. State Corporation Commission - This department has guidelines for establishment of legal organization within states. You must register with them if you are forming a new legal entity to run a child care program.

8. State Taxation and Revenue - You must pay state gross receipt tax. To acquire tax-exempt status contact this office.

School-Age Child Care Project. Wellesley College Center for Research on Women, Wellesley, MA 02181, (617) 235-0320, x 2546 or x2547.

The project provides technical assistance, information and referrel, and distributes a wide range of written materials for those wishing to start school-age child care programs or those in need of assistance with current programs.

California Child Care Resource and Referral Network. 809 Lincoln Way, San Francisco, CA 94123.

Provides information and training on all aspects of child care.

The Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510, (919) 966-1148.

The Center serves as a clearinghouse for information on young adolescents age 10-15 and is dedicated to increasing the effectiveness of agencies and professionals who work with the age group. Resources include: a newsletter, publications, consultants and the development and delivery of workshops.

Child Care Information Exchange, Roger Neugebauer, editor, C-44, Redmond, WA 98052, (206) 882-1066.

This excellent publication is written expressly for child care administrators and staff and takes a practical, "how-to" approach. Past articles cover such topics as: sliding fee scales, program evaluation, school-age child care, and employer supported child care. Reprints are available.

Child Care Law Project, 625 Market Street, Suite 816, San Francisco, CA 94105, (415) 495-5498.

The project makes available educational materials on legal issues in child care for child care center directors and family day care providers. Topics include liability, insurance, contracts, non-profit incorporation, tax exempt status, child abuse, and employer supported child care.

Child Care Staff Education Project, P.O. Box 5603, Berkeley, CA 94705, (415) 653-9889.

This project is involved in doing research and support in the area of working conditions for child care staff. They publish a newsletter, disseminate materials and are currently writing a handbook for child care workers with chapters on various issues that have a national focus.

Child Care Support Center, Save the Children, 1182 West Peachtree Street, N.W., Suite 209, Atlanta, GA 30309, (404) 885-1578.

The Center conducts regional workshops, offers local training (has yearly family day care technical assistance conference), and develops written materials on management and other major issues in day care.

Children's Defense Fund, 122 C Street, N.W., Washington, D.C. 20001, 1-800-424-9602.

Distributes pamphlets and publications on child advocacy, publishes a newsletter, maintains an information hotline, and operates the national "child watch" project.

ERIC Clearinghouse on Elementary and Early Childhood Education, (ERIC/EECE), University of Illinois at Champaign-Urbana, College of Education, University of Illinois, Urbana, IL 61801, (217) 333-1386.

A federally funded clearinghouse. Operates an abstracting/indexing service for current literature, and publishes a newsletter, occasional papers and many free resource lists.

The Grantsmanship Center, 1031 South Grant Avenue, Los Angeles, CA 90015, (213) 749-4721.

Publishes the Grantmanship News, does training, and makes available a wide range of publications in the area of fund raising, resources and proposal writing.

Home/Check-In Care Systems, Fairfax County Office for Children, 10396 Democracy Lane, Fairfax, VA 22030, (703) 691-3175.

Provides neighborhood-based activity and security systems for older children ages 10 to 14.

National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N.W., Washington, D.C. 20009, (202) 232-8777.

A large national association with local (AEYC) affiliates. Besides publications by these local groups, NAEYC publihes Young Children bimonthly, in addition to books and pamphlets that are of excellent quality. NAEYC holds an annual fall conference. There is a New Mexico Chapter as well as some local chapters.

The National Commission on Resources for Youth, Inc., 605 Commonwealth Avenue, Boston, MA 02215. (607) 353-3309.

The Commission fosters programs that provide opportunities for young people from 10-18 to assume responsibility and to make a contribution in their communities. Its resources include a national clearinghouse, films and videotapes, books, guides and manuals, and a quarterly newsletter.

National Employer Supported Child Care Project, Child Care Information Service, 363 East Villa Street, Pasadena, CA 91101, (213) 796-4341.

Based upon their recent national survey of employer supported child care, the project has written a how-to manual for employers (including information on how to assess need, cost benefit analysis, existing employer-sponsored programs, etc.), a list of employer-supported child care programs and has up-to-date information on programs across the country.

LIST OF SUGGESTED SCHOOL-AGE CHILD CARE PUBLICATIONS

Staff Publications

1. After School
   Rainbow River
   1401 John Street
   Manhattan Beach, CA 90266

2. Child Care Information Exchange
   Exchange
   P.O. Box 2890
   Redmond, WA 98073

3. SACC Newsletter
   School-Age Child Care Project
   Wellesley College
   Wellesley, MA 02181

4. School-Age Child Notes
   P.O. Box 120674
   Nashville, TN 37212

5. Young Children
   National Association for the Education of Young Children
   1834 Connecticut Ave., NW
   Washington, DC 20009-5786

Publications for Children

1. Cricket Magazine
   Box 300
   Peru, IL 61354
   Literary Magazine for Children

2. 3-2-1 Contact Magazine
   E-MC Square
   P.O. Box 51177
   Boulder, CO 80321
   Children's Television Workshop Publication

3. The Electric Company Magazine
   200 Watt Street
   P.O. Box 51277
   Boulder, CO 80321
   Children's Television Workshop Publication

4. Highlights for Children
   Box 269
   Columbus, OH 43277
   Children's activities, ages 2-12

5. World Magazine
National Geographic Society
17th and M Streets, NW
Washington, DC 20036
Ages 8-12

6. Odyssey Magazine
625 E. St. Paul Ave.
Box 92788
Milwaukee, WI 53202
Young peoples magazine of astronomy and outer space

7. Ranger Rick Magazine
National Wildlife Federation
1412 16th St., NW
Washington, DC 20036
Nature magazine, ages 5-12

8. Sesame Street Magazine
P.O. Box 52000
Boulder, CO 80321
Children's Television Workshop Publication